

Glencoe

# OUR WORLD TODAY

*People, Places, and Issues*

## Unit 2 North Africa and Southwest Asia

Chapter 3 North Africa and Southwest Asia—Early Cultures

Chapter 4 North Africa and Southwest Asia Today



**Glencoe  
McGraw-Hill**

New York, New York   Columbus, Ohio   Chicago, Illinois   Peoria, Illinois   Woodland Hills, California

# BOOK ORGANIZATION

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Glencoe offers resources that accompany *Our World Today: People, Places, and Issues* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

## How This Book is Organized

Each unit resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

## Unit-Based Resources

We have organized this book so that all unit resources appear in the first part of the unit resources books. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options.

## Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. For example, in the Unit 1 Resources booklet Chapter 1 blackline masters appear immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

## A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

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# TO THE TEACHER

## The Total Package—Our World Today: People, Places, and Issues Classroom Resources

Glencoe's Unit Resources books are packed with activities for the varied needs of all of your students. They include the following activities.

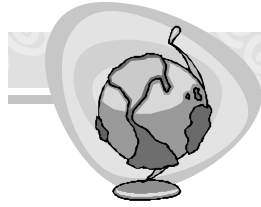
### Activities Found in Unit Resources Booklets

- **Regional Atlas Activities**  
These activities enable students to work with the information in the Regional Atlas sections of the student textbook. The activities require students to focus on political and physical maps, charts and graphs, and facts about cultural geography related to each region of the world.
- **Economics and Geography Activities**  
These interdisciplinary activities provide students with the opportunity to analyze and interpret geographical concepts and maps in relation to economics and the economies of the world's regions. The activities are designed to help students appreciate how economics and geography are interrelated.
- **History and Geography Activities**  
These interdisciplinary activities provide students with the opportunity to analyze and interpret maps in relation to historical events. Students are required to practice using geography skills as an aid to understanding history.
- **Environmental Case Studies**  
These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world's regions. Case studies include critical thinking questions and activities designed to extend students' knowledge and appreciation of environmental challenges.
- **Citizenship Activities: Geography and Your Community**  
These application activities give students the opportunity to participate in their communities. The activities involve students in grassroots community projects that may have national or international implications. The projects help students understand how geography affects their own lives on a daily basis. The projects also show students how they can use their communities as resources for becoming geographically informed persons.
- **World Literature Readings**  
These readings provide students with the opportunity to read literature by or about people who live in each of the world's geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Vocabulary Activities**  
These review and reinforcement activities help students to master unfamiliar terms used in the student edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.
- **Cooperative Learning Activities**  
These extension activities offer students clear management directions for working together on a variety of activities that enrich prior learning.
- **Chapter Map Activities**  
These activities include 89 reproducible outline maps, which can be used for a variety of purposes. Twenty-five pages of teacher strategies are included that offer suggestions for using the reproducible maps in the classroom.
- **Chapter Skills Activities**  
These reinforcement activities correspond to the skills lessons presented in each student textbook chapter. The activities give students the opportunity to gain additional skills practice.
- **Reteaching Activities**  
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.
- **Critical Thinking Skills Activities**  
Critical thinking skills are important to students and to their roles as future voting citizens because they provide the tools to live and work in an ever-changing world. These activities show students how to use information to make judgments, develop their own ideas, and apply what they have learned to new situations.
- **Map and Graph Skills Activities**  
These activities help students develop and practice map- and graphic-based skills. These activities develop the map and graph skills that will help students become geographically informed persons.
- **Reading and Writing Skills Activities**  
These activities help students develop and practice reading and writing skills. These activities are designed to help students not only develop geography skills, but to enable students to apply, relate, interpret, analyze, compare, organize, and write about geography facts and concepts.
- **GeoLab Activities**  
These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the textbook.
- **Enrichment Activities**  
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.
- **Guided Reading Activities**  
These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the textbook.



## Unit 2 Resources

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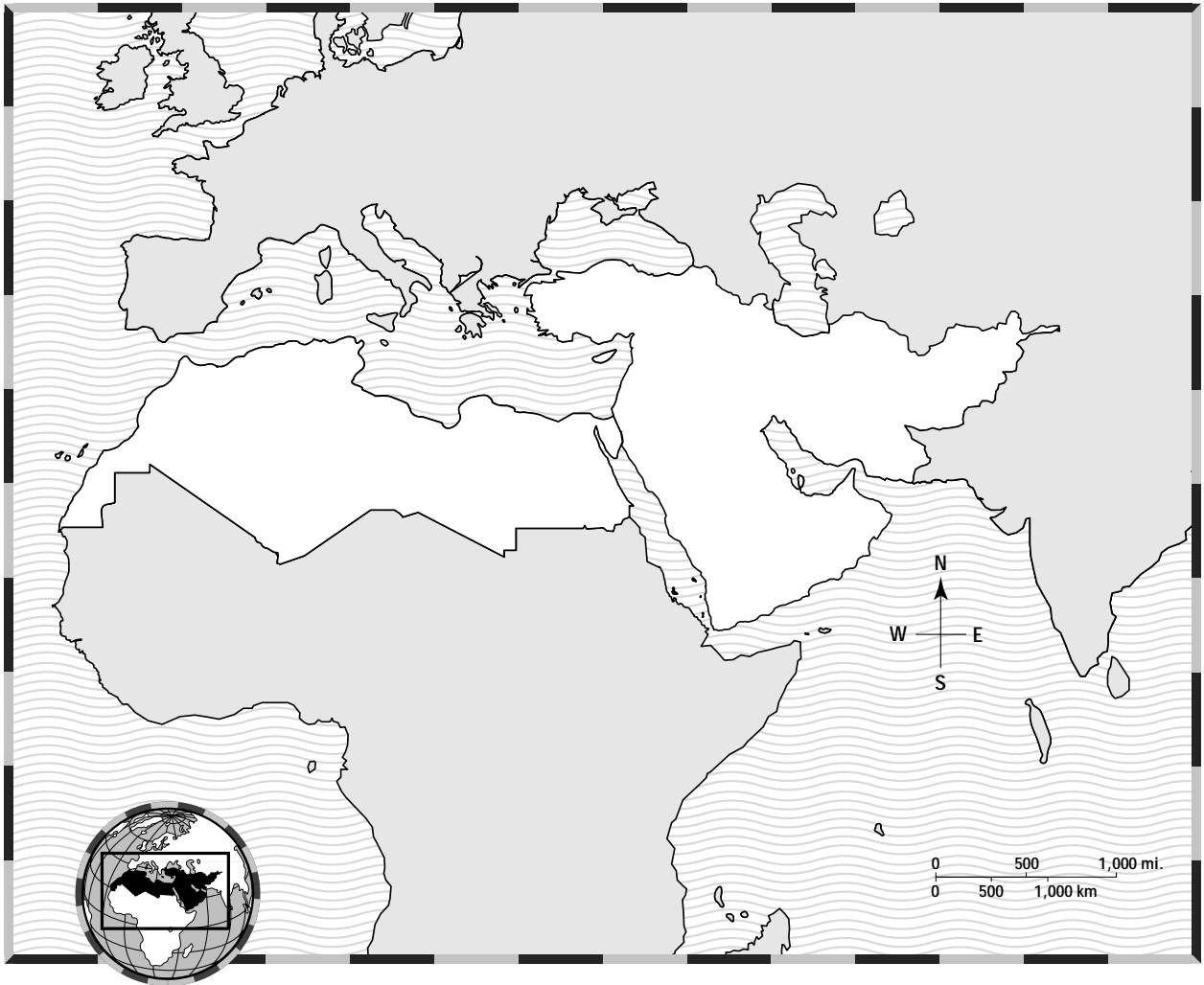


## NORTH AFRICA AND SOUTHWEST ASIA

# Regional Atlas Activity 2-A

## Regional Outline Map Activity

**DIRECTIONS:** Draw the correct borders on the map for the countries in this region. Then write the name of the country on the correct area.



**NORTH AFRICA AND SOUTHWEST ASIA**

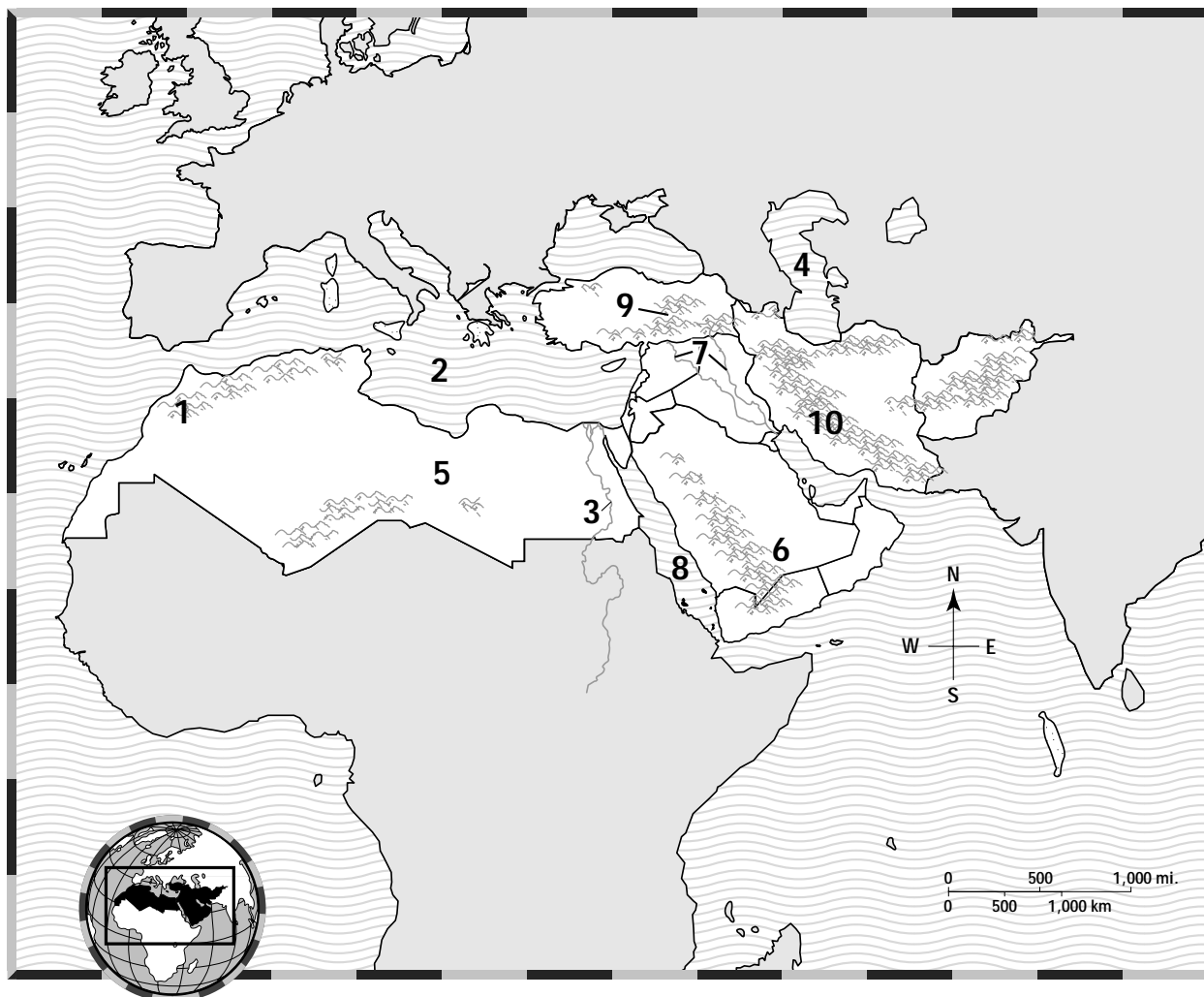
# Regional Atlas Activity 2-B



## Physical Location Activity

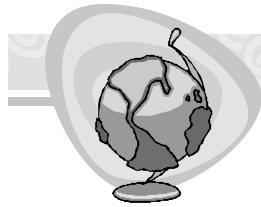
**DIRECTIONS:** Identify each physical feature marked by a number on the map. Then write the correct name on the numbered blanks below.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



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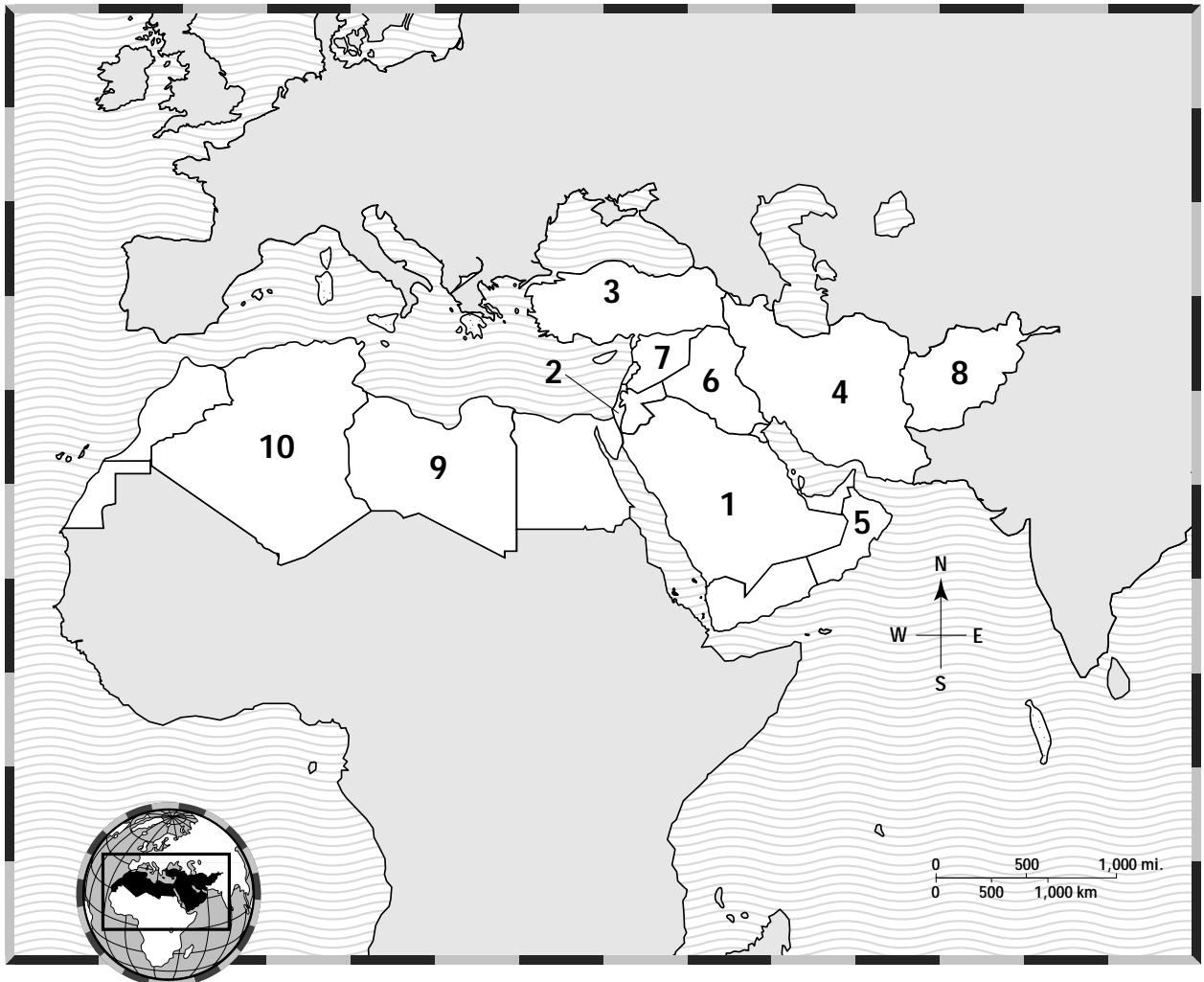
## NORTH AFRICA AND SOUTHWEST ASIA

# Regional Atlas Activity 2-C

## Political Location Activity

**DIRECTIONS:** Identify each country marked by a number on the map. Then write the correct name on the numbered blanks below.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



NORTH AFRICA AND SOUTHWEST ASIA

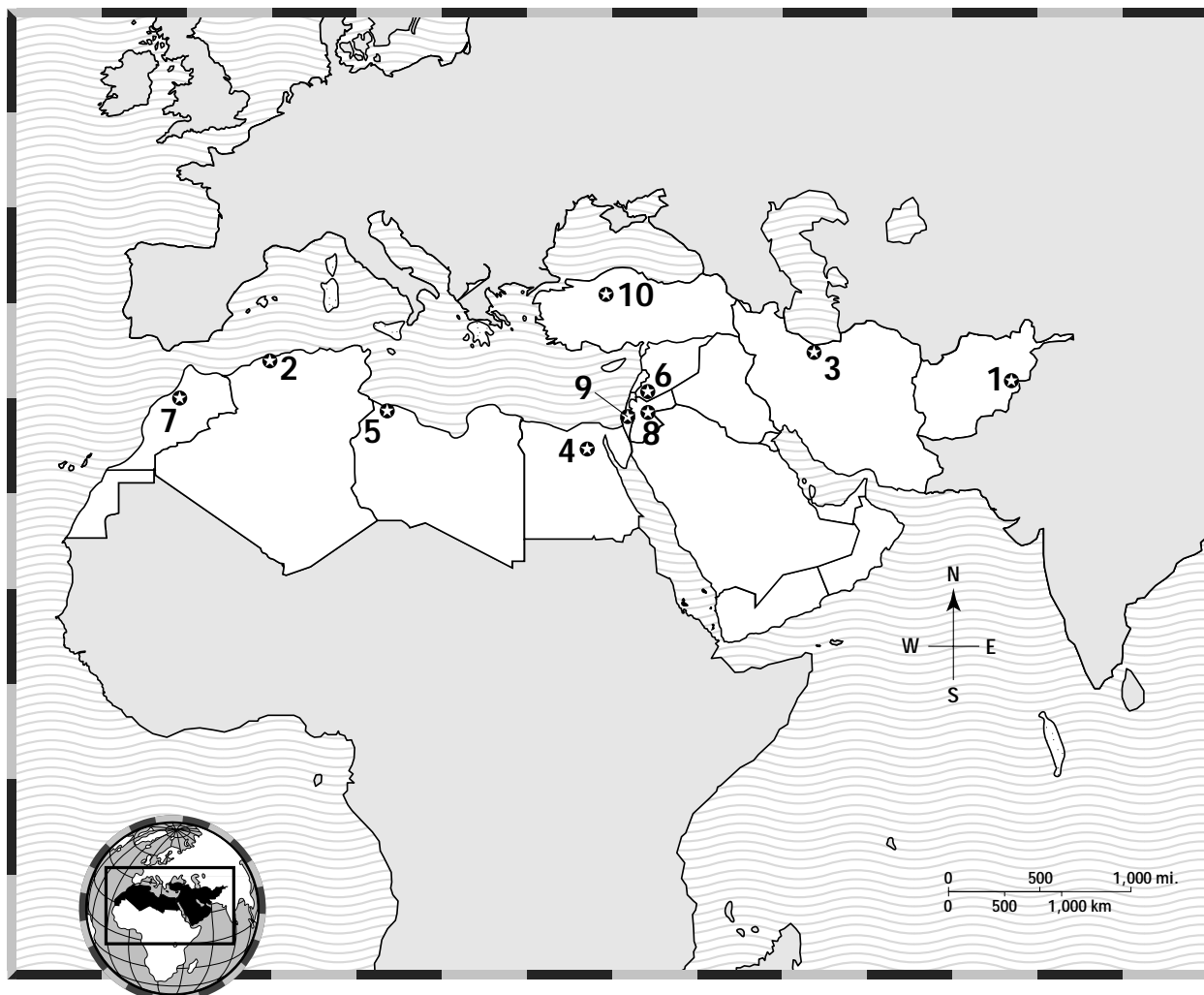
# Regional Atlas Activity 2-D



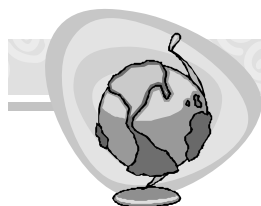
## City Location Activity

**DIRECTIONS:** Identify each capital or major city marked by a number on the map. Then write the correct name on the numbered blanks below.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



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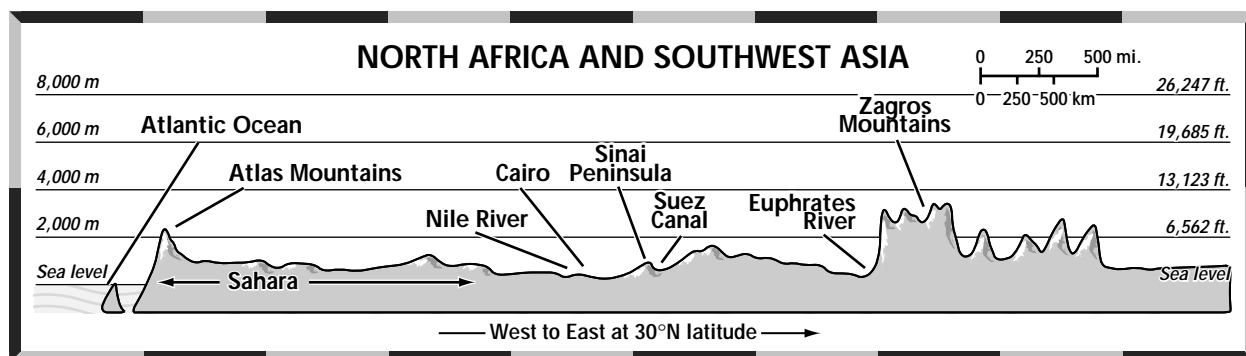


## NORTH AFRICA AND SOUTHWEST ASIA

# Regional Atlas Activity 2-E

## Physical Geography Activity

**DIRECTIONS:** Find the Unit 2 Regional Atlas physical map on page 74 of your textbook. Then look at the elevation profile below and answer the questions that follow.



- What landform shown on this profile is at the highest elevation in Southwest Asia? In North Africa?  
\_\_\_\_\_  
\_\_\_\_\_
- What two bodies of water are at the lowest elevations shown on this profile?  
\_\_\_\_\_  
\_\_\_\_\_
- Describe the relative location of the Nile River in relation to North Africa and Southwest Asia.  
\_\_\_\_\_  
\_\_\_\_\_
- What city is shown lying next to the Nile River on this profile?  
\_\_\_\_\_  
\_\_\_\_\_
- What large landform lies between the Atlas Mountains and the Nile River?  
\_\_\_\_\_
- What general statements can you make about the physical features of Southwest Asia and North Africa?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- At what latitude is this elevation profile shown?  
\_\_\_\_\_
- What is the westernmost landform shown on this profile?  
\_\_\_\_\_

**NORTH AFRICA AND SOUTHWEST ASIA**

# Regional Atlas Activity 2-F

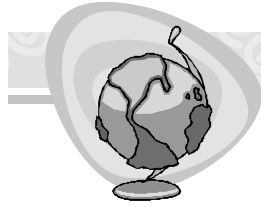


## Cultural Geography Activity

**UNIT 2**

**DIRECTIONS:** Study the Fast Facts on page 77 in the Unit 2 Regional Atlas of your textbook. Then answer the questions below.

1. Which country on the Comparing Population chart has fewer than 20,000,000 people?  
\_\_\_\_\_  
\_\_\_\_\_
2. Which countries on the Comparing Population chart have fewer people than Algeria?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Which two cities have urban populations of about three million?  
\_\_\_\_\_  
\_\_\_\_\_
4. Which country has the largest percentage of its population living in cities?  
\_\_\_\_\_  
\_\_\_\_\_
5. Which countries have a larger percentage of their populations living in rural areas than in urban areas?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How many automobiles and telephones does Libya have per 1,000 people?  
\_\_\_\_\_  
\_\_\_\_\_
7. Which country has more telephones than automobiles?  
\_\_\_\_\_  
\_\_\_\_\_
8. Approximately how many people live in Egypt?  
\_\_\_\_\_  
\_\_\_\_\_
9. Which city has more people: Ankara, Turkey, or Alexandria, Egypt?  
\_\_\_\_\_  
\_\_\_\_\_
10. Which country has nearly the same number of automobiles and telephones per 1,000 people?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## NORTH AFRICA AND SOUTHWEST ASIA

## Regional Atlas Activity 2-G

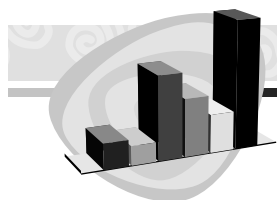
## Data Table Activity

**DIRECTIONS:** Study the information in “Country Profiles” on pages 78–79 in the Unit 2 Regional Atlas of your textbook. Fill in the missing data for each country of Southwest Asia on the table below. Then answer the questions that follow on the lines below.

Languages of Southwest Asia	
Country	Language(s)
Afghanistan	
Iran	
Iraq	
Israel	
Jordan	
Kuwait	
Lebanon	
Oman	
Qatar	
Saudi Arabia	
Syria	
Turkey	
United Arab Emirates	
Yemen	

- What is the main language spoken in Southwest Asia?  
\_\_\_\_\_
- Arabic and French are the main languages for which country?  
\_\_\_\_\_  
\_\_\_\_\_
- Which countries have people who also speak Kurdish?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## NORTH AFRICA AND SOUTHWEST ASIA

## Economics and Geography Activity 2

## The Demand for Oil

Americans demand oil for many uses, but a good share of it is used as fuel for their automobiles. (Oil is used to make gasoline.) In the United States, about 193 million vehicles burn 122 billion gallons of gasoline a year. The United States and Canada produce only about half of that needed oil. Where do Americans get their oil and what do they pay for it?

Much of the world's oil is produced in Southwest Asia and North Africa. These countries, as well as Venezuela in South America, formed the Organization of Petroleum Exporting Countries (OPEC) in 1960. OPEC attempts to set world oil prices by controlling oil production. Their control of oil production has other far-reaching effects. In October 1973, after the outbreak of the Arab-Israeli War, the Arab oil-producing nations

created a gasoline shortage by placing a ban on oil exports to the United States. They lifted the ban in March 1974.

In a market economy such as the United States, the price of goods is determined by supply and demand. **Supply** is the amount of a good produced and available for sale to consumers. **Demand** is the amount of the good that consumers want to buy. For example, the demand for gasoline in the United States is about 122 billion gallons per year. If the supply is the same as the demand, the price will remain the same. By placing a ban on exports, OPEC reduced the supply of oil. As a result, prices increased. Generally, when demand is greater than supply, prices rise. When supply is greater than demand, prices fall.

**Directions:** Examine the table and line graphs below. Then answer the questions that follow in the space provided.

World Crude Oil Production, 1997 (in millions of barrels per day)

Organization of Petroleum Exporting Countries (OPEC)		Non-OPEC Countries	
Iran	3.66	Canada	1.89
Iraq	1.19	China	3.20
Kuwait	2.08	Mexico	3.03
Nigeria	2.32	Norway	3.15
Saudi Arabia	8.56	Russia	5.88
United Arab Emirates	2.32	United Kingdom	2.52
Venezuela	3.31	United States	6.41

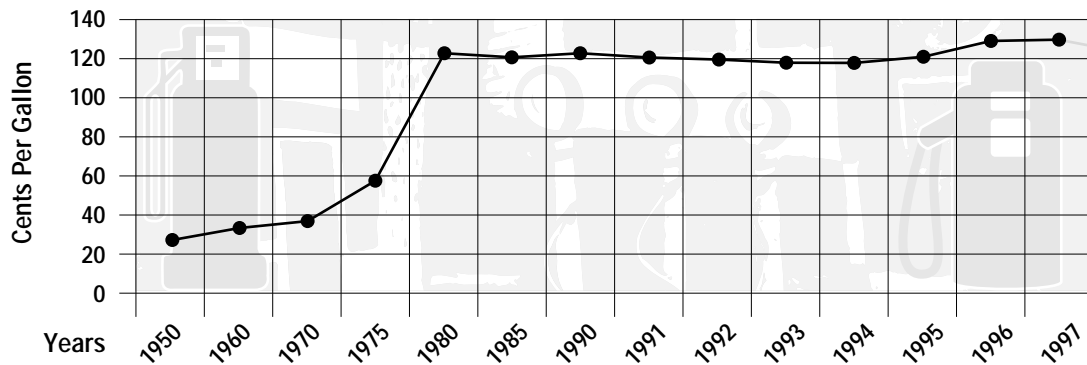
SOURCE: *The New York Times Almanac*, 2000, New York, NY, p. 376.

## NORTH AFRICA AND SOUTHWEST ASIA

### Economics and Geography Activity 2 (continued)

#### UNIT 2

**Gasoline Prices in the United States, 1950 to 1997 (in cents per gallon)**



SOURCE: *The New York Times Almanac*, 2000, New York, NY, p. 376.

- According to the table, which country produces the most oil?  
\_\_\_\_\_
- What was the total oil production per day of the OPEC countries in 1997?  
\_\_\_\_\_
- What was the total world oil production per day in 1997?  
\_\_\_\_\_
- What does OPEC attempt to do?  
\_\_\_\_\_
- How much of their demand for oil do the United States and Canada produce?  
\_\_\_\_\_
- Why might the United States leaders be concerned about the political situations of the major oil-producing countries?  
\_\_\_\_\_
- According to the graph, how has the price of gasoline changed since 1950?  
\_\_\_\_\_  
\_\_\_\_\_
- What other products might be affected by high oil prices?  
\_\_\_\_\_  
\_\_\_\_\_
- Explain why gasoline prices changed in the 1970s.  
\_\_\_\_\_  
\_\_\_\_\_
- Critical Thinking Activity** The people of the United States account for only about 5 percent of the world's population. However, Americans consume close to 25 percent of the world's oil. What might occur in the United States if it were suddenly unable to obtain oil from the major oil producers? Write an imaginary news story in which this situation occurs.





## History and Geography Activity 2

### The Suez Canal

Simply defined, the Suez Canal is a man-made open water channel that connects the Mediterranean Sea to the Red Sea.

The 101-mile-long (163 km) canal is more than that, however. It links the Atlantic and the Indian Oceans together. It is the bridge between two continents, the African and Asian continents. Finally, it is the main channel for trade between Asia and Europe. Before the Suez Canal was built, ships had to travel around Africa. No wonder it has been called one of the most strategic and important waterways in the world.

Construction on the canal began in 1859, and took 10 years to complete. More than 1.5 million Egyptian workers took part, of which more than 125,000 lost their lives working on the canal. In 1869 the Suez Canal opened for navigation. The ownership of the Suez Canal remained largely in French and British hands for the next 87 years. Egypt took control of the Suez Canal in 1956.

The Suez Canal we see today was not the first attempt to connect the Mediterranean Sea to the Red Sea. Previous canals were built as early as 1874 B.C.

The opening of the Suez Canal had an immediate effect on world travel. In 1800 it took six months to travel from London to India. In 1870, one year after the canal opened, the same trip took only two months. The chart at the top of the next page gives examples of how the Suez Canal shortened sea travel distances.



Overall, the canal saves from 20 percent to 60 percent in distance and from 25 percent to 50 percent of fuel for ships that use the canal rather than travel around Africa. Today more than 14 percent of the total world trade passes through this waterway, making \$1.9 billion a year for the Egyptian economy.

**Directions:** Answer the questions below in the spaces provided.

1. What is the Suez Canal?

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2. How long is the Suez Canal?

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**NORTH AFRICA AND SOUTHWEST ASIA****History and Geography Activity 2 (continued)****UNIT 2**

Route	Distance via the Cape of Good Hope	Distance via the Suez Canal
Jeddah, Saudi Arabia to Constanța, Romania	11,771 miles (18,940 km)	1,698 miles (2,732 km)
London, England to Mumbai, India	12,400 miles (19,952 km)	7,250 miles (11,665 km)

3. Before the Suez Canal was built, what continent did ships have to travel around?

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4. How many Egyptians worked on the canal?

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5. Who controlled the canal until the Egyptian government took ownership of it in 1956?

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6. On average, using the Suez Canal shortens the length of a ship's journey by how much?

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7. What seas does the Suez Canal connect?

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8. **Making Inferences** Locate the Cape of Good Hope on the map. Did ship traffic at

the Cape of Good Hope increase or decrease after 1869? Justify your answer.

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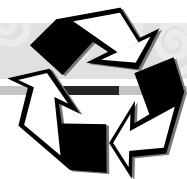
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9.



**Mapping Activity** Copy or trace a world map. Then locate each city in the pairs listed below. Using a color or solid line, trace the sea route between the pairs of cities using the Suez Canal. Then use the same color dotted line to trace the sea route between the city pairs if the sea route involves traveling around the Cape of Good Hope in southern Africa. Finally, create a legend for the map that shows the color used for each pair of cities.

From	To
London, England	Tokyo, Japan
Rotterdam, Netherlands	Mumbai, India
Odesa, Ukraine	Jeddah, Saudi Arabia
Lisbon, Portugal	Aden, Yemen



## NORTH AFRICA AND SOUTHWEST ASIA

## Environmental Case Study 2

## Farming in a Minefield

## Overview

In October 2001, the United States began assisting the Northern Alliance of Afghanistan in its armed resistance to the ruling Taliban regime. Persistent bombing, combined with ground attacks, eventually drove the Taliban from Afghanistan and opened the way to establishing a government more representative of all the Afghan people. The new government faces many immediate problems, but the problem of enough food for its people is the biggest challenge. Afghanistan was in the midst of a grave food crisis. A severe drought, plus difficult economic and social problems brought on by decades of international and civil conflict, had pushed the agricultural system of this country almost to the point of collapse, with millions of Afghans facing starvation.

**Drought** By 2001, a three-year-long drought had contributed to the almost total failure of rain-fed crops such as wheat and barley, and substantially reduced irrigated crops as well. As crops failed, not only was food for immediate use lost, but also seed to plant for the next year's crops as well. Food production in neighboring countries such as Pakistan, Iran, Tajikistan, Uzbekistan and Turkmenistan also suffered because of the drought, reducing their ability to assist the Afghan people.

The drought also affected livestock herds, with serious consequences for the Afghan nomads that tend them. With little food for their livestock to eat, and no access to veterinary medicines, the herdsmen were forced to sell off their cattle, sheep, and goats at low prices or watch them starve to death as well.

The environment suffers from a number of problems, including deforestation from the demand for fuel for heating in harsh winters, desertification, soil degradation and erosion, water

pollution, water scarcity as a result of decimated irrigation systems, and contamination of food.

**Land Mines and War Damage** Thousands of acres of fertile agricultural land were no longer available for farming. This was due to millions of land mines planted by Russian troops during the 1980s and warring Afghan factions in the 1990s, as well as the destruction of irrigation systems.

Afghanistan is one of the most heavily mined countries in the world. Despite a decade-long mine removal program, millions of land mines lie buried across the country. Some land mines were carefully laid, and crude maps exist to help the deminers find and destroy those land mines. But many were scattered randomly, and finding these is a slow, painstaking, and dangerous process. In the year 2000 there were 88 mine casualties per month, a steep drop from the 5 to 10 per day in 1999. Still, it is estimated that half of mine casualties die before they get medical treatment.



**NORTH AFRICA AND SOUTHWEST ASIA****Environmental Case Study 2 (continued)****UNIT 2**

Irrigation systems of aqueducts and pipes serving agricultural areas and residential communities were severely damaged in both the conflict with the Russians and subsequent internal strife. Without a strong central government to organize programs to repair and rebuild, the destruction became permanent.

**Economic Difficulties** As the economy of Afghanistan deteriorated, employment opportunities for the Afghan people became more limited. Economic activity was reduced to little more than subsistence farming and cross-border trade.

Up to 85 percent of the people depend on agriculture for their livelihood. A major crop in Afghanistan was poppies, used in making opium. The drought, dangerous conditions in the fields, and a Taliban-imposed ban caused a dramatic drop in poppy cultivation. While this was a positive development worldwide, it left many farmers without an income.

Involvement in the opium trade and its tolerance of terrorists isolated Afghanistan further. Neighboring countries limited contact by closing their borders. Distant countries froze Afghan assets and enacted sanctions against investment in Afghanistan. This created even more economic difficulties for the Afghan people.

While the Taliban was in power it banned women from working outside the home and denied them an education. This effectively cut the workforce in half. Although the Taliban no longer

rule the government, traditional attitudes may still make it difficult for women to participate fully in society.

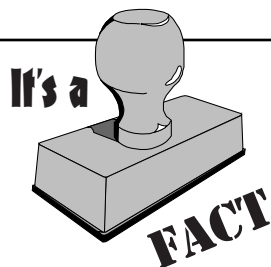
Without a chance to earn money, and denied the chance to grow food of their own on heavily mined farm fields, more and more families faced starvation. It is estimated that five million Afghans have little or no access to food and require humanitarian food aid. Refugees returning from neighboring countries will make the situation even more desperate.

**Solutions** Two decades of conflict have reduced Afghanistan to one of the world's poorest countries. Solving the many interdependent problems will not be easy.

In the short term, massive shipments of food aid help Afghans get through the harsh winter. After the fall of the Taliban, the United Nations Food and Agricultural Organization launched a \$10 million dollar appeal that enabled it to resume immediate emergency assistance and provide seeds, fertilizers, feed, and vaccines for animals.

In the long term, Afghanistan does have the capacity to meet its agricultural needs if it gets enough rain. It also has considerable mineral wealth in hydrocarbon resources and gemstones. With the political conflict resolved and a stable government in place, attention can turn to building Afghanistan's agricultural systems. Repairing irrigation and farm power systems, replanting orchards and forests, replenishing livestock herds,

and re-establishing agricultural education programs are all priorities.



1. It is estimated that there are 10 million land mines in Afghanistan.
2. Mine-clearers make about \$105 a month in Afghanistan, where the average monthly wage is \$4.
3. In 1999 rainfall was 70 to 90 percent less than in 1998.
4. At the end of 2001 there were 3.6 million Afghans living as refugees.

**NORTH AFRICA AND SOUTHWEST ASIA****Environmental Case Study 2 (continued)****WOMEN FEED  
THE WORLD**

There is an ancient African proverb, "Without women we all go hungry." Women produce 60 to 80 percent of the food supply in developing countries. In Africa they provide 80 percent of the staple foods, and in Asia they perform 90 percent of the work in rice fields.

It is difficult for rural farmers—men and women—to obtain credit, improved tools, and technology. However, traditional beliefs make it even more difficult for women farmers to gain the resources they need to be successful. When women's access to education, credit, and other resources increases, their incomes rise, birth rates decline, and children's health and educational opportunities improve. A recent World Bank study showed that if women received the same education as men, food production would increase 22 percent. Yet women farmers benefit from only five percent of farm education programs.

Scientists are beginning to use their understanding of women's issues to create effective programs for farmers with few resources. This includes developing crops that grow rapidly, cook easily, and are higher in protein and other basic nutrients. Research that takes into account women's knowledge and concerns will increase productivity, manage natural resources better, and maintain peace through a plentiful food supply. And this benefits the entire world.

**Farming in a Minefield:  
Review the Facts**

**Directions:** Write the answer to each question in the space provided.

1. What countries in Southwest Asia have been affected by the extended drought?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Who planted landmines in Afghanistan?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why have the irrigation systems destroyed by war not been rebuilt or repaired?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did Afghanistan become isolated internationally? How did other countries respond?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What immediate benefits come from improving the situation of women in developing countries?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NORTH AFRICA AND SOUTHWEST ASIA****Environmental Case Study 2 (continued)****UNIT 2**

## Create a Classroom Learning Center

There are many organizations at work to improve the lives of refugees and impoverished people in Afghanistan and other places around the world. Learning about what these groups are doing will help you and others understand the situation and what you might be able to do to help. Form a team of three or four students and choose one of the organizations listed below or another you know about. Work together to create a classroom learning center about the organization you have selected.

Concern Worldwide US, Inc.

[www.concernusa.org](http://www.concernusa.org)

Working in Afghanistan since 1998, Concern provides basic humanitarian needs.

Cooperative for Assistance and Relief Everywhere (CARE)

[www.care.org](http://www.care.org)

Providing humanitarian assistance in four key areas: shelter, food distribution, distribution of other basic items (for example, pots and utensils for cooking), and health education.

Doctors Without Borders (Medecins sans frontieres)

[www.doctorswithoutborders.org](http://www.doctorswithoutborders.org)

Providing medical assistance in sections of northern Afghanistan.

Red Cross

[www.redcross.org](http://www.redcross.org)

Supplying food, water, and medical supplies to Afghanistan.

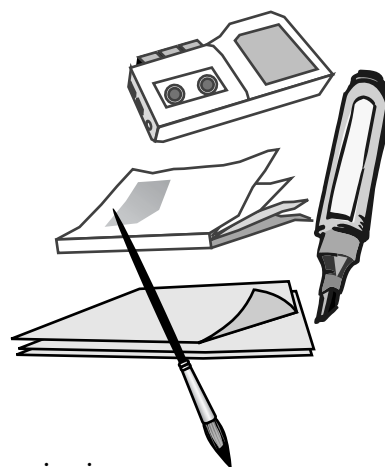
UNICEF

[www.unicefusa.org](http://www.unicefusa.org)

International development and relief services for children.

### Materials

- magazines
- poster board
- butcher paper
- paints or markers
- audiocassette player (optional)
- videocamera (optional)
- access to a library and/or the Internet



## What to Do

1. Use the Internet or library resources to research the organization you have chosen. Find out about its members, activities, location, and sources of funding. Consider visiting if a regional office is nearby.

## NORTH AFRICA AND SOUTHWEST ASIA

### Environmental Case Study 2 (continued)

#### Create a Classroom Learning Center (continued)

2. Find ways to present your information that will be interesting to your class and other students. For instance, you could create a mural, collage, annotated map, or display on a large piece of poster board. You could write a script and make an audiocassette recording.
3. As a handout, make a fact sheet about the organization that includes pictures of its members at work.
4. Set up your display on a table or desk in your classroom. Take turns “hosting” your presentation, and visit the displays of other groups.







## NORTH AFRICA AND SOUTHWEST ASIA

# Citizenship Activity 2

## Creating a Students' Bill of Rights

**Why It's Important** The United States Bill of Rights protects the individual rights of the citizens of the United States. Many countries do not have a bill of rights. Without a bill of rights, governments may ignore the rights of the people. In countries like Iraq, citizens are not allowed to speak freely against the government. To do so could mean going to prison or even death. In other countries, such as Libya, government security forces can arrest and torture citizens.

### Background

The first 10 amendments to the United States Constitution are known as the Bill of Rights. After the Constitution was ratified, or accepted, by all the states, some Americans believed it did not protect the individual rights of the citizens. Many colonists did not want a strong federal government. These colonists believed that protecting the people's individual

rights was one of the most important tasks of the government.

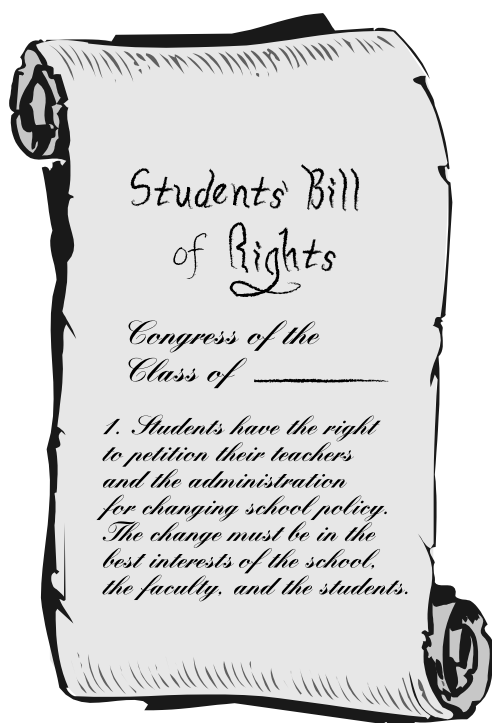
Encouraged by Thomas Jefferson, James Madison wrote the first draft of the Bill of Rights. Twelve amendments that protected individual rights were submitted to Congress in 1789. Of these 12 amendments, Articles 3 through 12 were ratified. In 1791, these articles became the first 10 amendments to the U.S. Constitution. They became known as the Bill of Rights.

Other democratic countries have similar protections of individuals' rights. However, there are still many countries with other types of governments that may not have a bill of rights to protect citizens' individual rights.

### Questions to Consider

**Directions:** Answer the questions below on a separate sheet of paper.

1. Do you think it was important for the Founders of the United States to include the Bill of Rights in the Constitution? Why or why not? Why do you think some colonists believed that protecting individual rights was an important task of the federal government?
2. Many countries without a bill of rights have human rights problems. Why do you think this is so? Do you think individuals should be free to speak out against the government? Why or why not? Do you think all governments should have a bill of rights? Why or why not?
3. Why might some citizens not want a strong federal government? Do you think a strong federal government is a good thing for the citizens? Why or why not?
4. Which do you think is more important, a strong federal government or individual rights? Can a government provide both? If so, how?



**NORTH AFRICA AND SOUTHWEST ASIA****Citizenship Activity 2 (continued)****UNIT 2**

5. If you believe the U.S. government is violating your individual rights, what could you do to change the situation? Do you think you have a right to help citizens of other countries if their government violates their individual rights? If so, what could you do to help citizens of other countries?
6. What is the government of your school like? Is it ruled by a strong administration? By the principal and teachers? Do the individual students and their parents have a vote in the rules of the school and school district?
7. How do you think your school should be ruled? Defend your position. If you believe a school rule is unfair to students, do you think you have a right to try to change it? How might you go about changing a school rule?

**Your Task**

Your task is to create a students' bill of rights for your school. Write 10 ideas that you believe are important that protect your rights as a student. Using poster board and markers, create a poster for your students' bill of rights.

**Did You Know?**

Even though your freedom of speech is protected under the First Amendment, there are still

limitations on this freedom. According to the United States Supreme Court—the highest court in the country—you cannot speak if doing so causes “clear and present danger.” For example, if you shout “Fire!” in a crowded area and there is no fire, you could create panic. This may result in people getting injured. Because you are creating a potentially dangerous situation for others, you are breaking the law.

**How to Do It**

**Directions:** Follow the steps below to complete the activity.

1. Research the U.S. Bill of Rights. Keep a copy of the United States Bill of Rights nearby for reference while you write your students' bill of rights.
2. Work in about five small groups. Talk about what rights you believe your students' bill of rights should have in it. For example, your list might include the following:

Students have the right to petition their teachers and the administration for changing school policy. The change must be in the best interests of the school, the faculty, and the students.

3. Each group is to write two ideas for your students' bill of rights for a total of 10 rights.
4. Come together as a class. Have someone copy the rights from each group on the board. Change any rights that the majority does not agree with.
5. Read the final list of rights aloud. Edit the rights to make sure everything is correct. Make any necessary changes.
6. Using a computer, type your students' bill of rights and print it out on 8 1/2" × 11" sheet of paper. Make copies for everyone in the class.
7. Using poster board, as a class create a poster of your students' bill of rights. Display your poster in the classroom.

**Follow-Up Activity**

Ask other classes in your school to write a students' bill of rights. Compare their students' bill of rights with the one your class created. Then form a committee from all the classes to write a students' bill of rights for your school.



## World Literature Reading 2

**About the Selection** For many years Israel has had an uneasy relationship with its Arab neighbors. At times war has broken out. In part, the controversy is due to whether the Golan Heights area belongs to Israel or Syria. *Smoke Over Golan* is a novel about a young boy who took part in the 1973 Yom Kippur War in Israel. This excerpt from the novel tells about how the boy, Eitan, came to live on a farm in the Golan Heights.



### Reader's Dictionary

basalt: a dark gray or black igneous rock  
 hillocks: small hills  
 post: a place at which a soldier is stationed

**Guided Reading** As you read, look for elements that show what life in Israel might be like. Then answer the questions that follow.

### TO NEOT-GOLAN from SMOKE OVER GOLAN by Uriel Ofek

I shall begin at the beginning, maybe even a bit before that. It's important.

We've been living here at Neot-Golan for six years. Before that we lived in Hadera, but I don't remember much from those days. They seem to have happened even before I was born (who can imagine it?). Well, I was only about five and a half at the time.

But one particular evening I remember very well.

The two of us—Mom and I—were sitting in the room. Mom was in the armchair, knitting a sweater. I was on the floor, with my drawing pad. The radio was on. Suddenly I heard Dad's pickup truck stopped by the window. Its door slammed shut, the house door opened, and Dad came in—tall, tanned, hair blown wild, his bright eyes on us.

"Everything's in order," he said, shedding his coat. "We're going up tomorrow." ...

"To the Heights?" Mom asked.

"Affirmative," Dad replied, in his favorite army talk. "You'll have everything ready?"

"Yes. Everything. Now go and wash up. The water is hot, and so is supper."

I was very young then. I understood more or less what my folks were talking about, but how could I have known that this talk meant that our lives were going to change—and so suddenly!

**NORTH AFRICA AND SOUTHWEST ASIA****World Literature Reading 2 (continued)****UNIT 2**

Two days later—it was on Wednesday, actually—we climbed into the truck. Dad was at the wheel, Mom next to him, and I sat behind them in our wicker chair, among the furniture and the crates. The next minute we were off on our long trip, to a new life about which I knew nothing.

We drove northward, through Wadi Ara and past Afula, and still kept going north. We passed Tiberias and Rosh-Pinna, and here the truck turned to the east. We crossed the Jordan River by Bnot Yaacov Bridge, past the old British customs depot, and kept climbing. For about half an hour the truck continued along the narrow road. I had a look at the route on both sides; the road was lined with gray basalt. Deep and narrow gullies. Small stone huts scattered here and there. A few cows grazing among the bushes, under the watchful eye of an Arab shepherd. Once in a while an abandoned concrete post would flash by. A military vehicle passed us, and the driver waved to me.

Suddenly the truck turned onto a dirt road and kept bumping and grinding through large and empty fields. I was afraid I couldn't hold on, but suddenly Dad cut the motor and the truck stopped.

"You can climb down, Eitan," he said. "We're home."

I jumped down from the truck and stood next to my dad. I saw an old but pretty stone house, in the shade of oak trees. A bit beyond it, close to each other, were two other buildings: a barn with a dozen cows in it and a stable with horses. Another building, the chicken coop, was still being built. All around us were light-brown hillocks, and to the northeast the snowy crest of Mount Hermon glistened in the distance.

"We're home," Dad repeated, and I could hear the tone of pride in his voice.

"Neot-Golan," said Mom. So that was the name of our farm! Mom was smiling, but I thought I heard a hidden sigh? ...

We went into the house. Mom went to the kitchen and Dad opened the windows.

I climbed up on the first chair I saw, curled up—and that's the end of what I remember of our first day here, in Neot-Golan.

**Source:** Uriel Ofek. *Smoke Over Golan*. Translated by Israel I. Taslitt. Harper & Row Publishers, Inc., 1979.

**Analyzing the Reading**

1. What was Eitan doing when his father drove up to announce they were moving?

**NORTH AFRICA AND SOUTHWEST ASIA****World Literature Reading 2 (continued)**

2. How old was Eitan when he and his family moved to Neot-Golan?

\_\_\_\_\_

3. **Critical Thinking** Name two things that Eitan saw during his trip to Neot-Golan that might indicate past or present uneasiness with neighboring countries.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**About this Selection** *We Live in Saudi Arabia* by Abdul Latif Al Hoad is a collection of short essays told by people of different professions living in Saudi Arabia. This selection is written by Mohammed bin Abdullah Al Shaiq who lives in Riyadh with his family. In his spare time he manages the family farm at Muzahimiya outside Riyadh.

**Guided Reading** As you read this selection, notice what crops and animals are grown and raised on this farm. Then answer the questions that follow.

**Reader's Dictionary**

enterprise: a project or undertaking

thornscrub: a thorny, underdeveloped tree or shrub

brackish: salty, not tasty, repulsive

cultivation: the preparing of land for raising crops

tamarisk: desert shrubs and trees found in Europe having tiny narrow leaves and masses of small flowers

**WE LIVE IN SAUDI ARABIA**

**by Abdul Latif Al Hoad**

Four years ago my father bought a large piece of land just outside Muzahimiya, which is on a plain about 112 km (70 miles) from Riyadh. This was to be the beginning of a great enterprise! We had plans to establish a market garden and to indulge our love of animals by breeding horses, camels, goats and sheep.

First of all we had to drill wells for water, as there was nothing here but thornscrub and sand! This was, however, what we call "sweet" sand, that is, sand without too much salt and other minerals that would not allow plants to grow.

We can find water around Muzahimiya, at a depth of about 200 m (656 ft), although it is very brackish water and tastes very salty. But it is good enough for

**NORTH AFRICA AND SOUTHWEST ASIA****World Literature Reading 2 (continued)****UNIT 2**

most plants, and enabled us to start cultivation as soon as we had installed the pump, leveled the ground and dug water channels to distribute the water around our 9 hectares (20 acres). The land here is extremely fertile and only water is required for almost anything to grow.

Around the entire area we planted rows of a quick-growing type of tree called tamarisk, which serve as wind breaks. We then brought in date palms. These were partially grown in a nursery and were about 3.5 m (10 ft) high when they came to us four years ago. They bore fruit this year for the first time. A very exciting event for us!

The main crop of the farm is lucerne, which is sometimes called alfalfa. But we also grow melons, cucumbers, pumpkins, zucchini and tomatoes in the spring, and corn, cabbage, and potatoes in the autumn. These are sold at the Oteiga market in Riyadh.

Animals cannot drink the salty water, so we had to drill for fresh water. To tell us exactly where to drill, we consulted a water diviner, who, with the use of a special forked stick, is able to discover the location of water. I was doubtful about his skills until we drilled at the spot he suggested and struck water immediately! We had to drill much deeper for sweet water, however, to a depth of more than 500 m (1600 ft).

Once we had a well producing fresh water, we could really start keeping animals. Before we had only kept a few because it was so expensive to have water brought in by water truck. Apart from a number of horses and camels, we also have about 500 sheep and goats.

*Source:* Abdul Latif Al Hoad. *We Live in Saudi Arabia*. New York: The Bookwright Press, 1987.

**Analyzing the Reading**

1. What is the main crop produced on this farm in Saudi Arabia?

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2. What animal named in this selection would not likely be found on a farm in the United States?

---

3. **Critical Thinking** Do you think farming in Saudi Arabia is really so different from farming in the United States? Explain your answer.

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## Chapter 3 Resources

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## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

## Vocabulary Activity 3



**DIRECTIONS: Matching** Select a term that matches each definition below. Write the correct term in the space provided.

pharaoh  
theocracy  
pyramid  
hieroglyphics

Diaspora  
scapegoat  
polytheistic

monotheism  
cuneiform  
hajj

five pillars of faith  
civilization  
messiah

- The term historians use to describe a culture that has reached a certain level of development is \_\_\_\_\_.
- The kind of government of city-states in which the ruler was both the religious leader and the king is \_\_\_\_\_.
- The Sumerian method of writing using wedged-shaped markings on moist clay tablets is \_\_\_\_\_.
- A name for an ancient Egyptian ruler is \_\_\_\_\_.
- A religion that has many gods is \_\_\_\_\_.
- Egyptian tombs for pharaohs are \_\_\_\_\_.
- The ancient Egyptian form of picture writing is \_\_\_\_\_.
- The belief in one supreme god is \_\_\_\_\_.
- The scattering of Jews outside of the Holy Land is the \_\_\_\_\_.
- The savior that Jews believe God will deliver to the Jewish people is a \_\_\_\_\_.
- Military campaigns organized by Catholic popes and kings to capture the city of Jerusalem were \_\_\_\_\_.
- The obligations all Muslims must fulfill are the \_\_\_\_\_.
- A pilgrimage to Makkah to pray is the \_\_\_\_\_.

**DIRECTIONS: Writing Sentences** Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

irrigation system  
papyrus

city-state  
scapegoat

empire  
disciples

delta  
minister



# Cooperative Learning Activity 3

Who Am I?

## Background

Religion was very important to the Egyptians. They believed in gods to explain what they could not understand. For instance, why did the Nile River rise each year? When they did not understand something they invented a god to explain it. They worshiped many gods, and created stories for each one. These stories are called myths. The primary gods were part of a large family, but there were many minor gods as well. Learning about some of the gods will help you understand how the Egyptians thought about their world

## Group Directions

1. Use Chapter 3 and library resources or the Internet to learn about Egyptian gods and goddesses and their myths. The study of myths is called *mythology*.
2. Use what you learn to write descriptions of gods and goddesses of the ancient Egyptians.
3. Choose one god or goddess and read a myth about him or her. Then write the story in your own words without revealing the identity of the being. Instead, put yourself in the story. Your classmates will try to guess who you are.
4. The following box lists the ancient Egyptian gods and goddesses that you will study.

Nut	Sekhmet	Horus	Amun
Geb	Isis	Thoth	
Ra	Osiris	Anubis	
Hathor	Seth	Ma'at	

## Organizing the Group

1. **Decision Making** As a group, divide up the list of gods and goddesses among group members. Make sure to cover all of them.
2. **Individual Work** Do research on your assigned gods and goddesses. Write a brief description of each one.
3. **Group Work/Decision Making** Share your descriptions with your group. Together, compile the descriptions into one list. Select someone to copy the list and give it to everyone in the group. Each group member should

**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES****Cooperative Learning Activity 3 (continued)**

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select one god or goddess to explore further. Each person should choose a different being. You do not have to cover every one in the list.

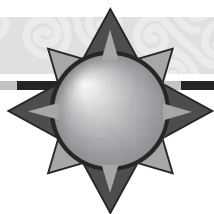
4. **Additional Individual Work** Find an interesting myth about your god or goddess. Rewrite the story in your own words. Do not use the being's name. Instead, write it as if you were the god or goddess. Give hints to the being's identity in the story. At the end of the story, write "Who am I?" Your myth should be no longer than one page. Draw a picture of what the god or goddess looks like to go along with your story.
5. **Additional Group Work** Take turns reading your myths to the group. Give one another suggestions for improving the stories. Revise your stories into final form.
6. **Group Sharing** Take turns reading your stories to the class. At the end of the story, ask "Who am I?" The other group members should try to guess your identity. Members can use their group's list of descriptions to help identify the gods and goddesses in the stories.

**Group Process Questions**

- What is the most interesting thing you learned about Egyptian gods and goddesses from this activity?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- How was it helpful to work with others?

**Quick Check**

1. Was the goal of the assignment clear at all times?  
\_\_\_\_\_
2. Did you have problems working well together? If so, how did you solve them?  
\_\_\_\_\_
3. Were you satisfied with your work on this project? Why or why not?  
\_\_\_\_\_



# Chapter Map Activity 3

## Teaching Strategy

Civilizations are levels of human development that include systems of writings, dwelling in cities, and worker specialization. Although people lived on the earth long before civilizations arose, our first written records of human history date to these early civilizations.



### Physical Maps

#### Place Location Activity

Reproduce the physical map of Southwest Asia for each student. Ask students to:

- Label the countries. (*Afghanistan, Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen*)
- Label the rivers and major bodies of water. (*Tigris River, Euphrates River, Caspian Sea, Persian Gulf, Gulf of Oman, Arabian Sea, Gulf of Aden, Red Sea, Mediterranean Sea, Black Sea; North Africa: Atlantic Ocean, Mediterranean Sea, Red Sea*)
- Label the following: Hindu Kush, Plateau of Iran, Elburz Mountains, Zagros Mountains, Anatolia, Taurus Mountains, Syrian Desert, Arabian Peninsula, Rub' al Khali, Hejaz Asir

Reproduce the physical map of North Africa. Ask students to:

- Label the countries. (*North Africa: Algeria, Egypt, Libya, Morocco, Tunisia*)
- Label the rivers and major bodies of water. (*Nile River, Atlantic Ocean, Mediterranean Sea, Red Sea*)
- Label the following: Ahaggar Mountains, Atlas Mountains, Western Sahara, Aswan High Dam, Sinai Peninsula.

#### Discussing the Maps

1. True or false: Afghanistan is situated on the Arabian Peninsula. (*false*)
2. What made the area around the Tigris and Euphrates Rivers a good place for early human civilizations? Explain your answer. (*Early civilizations arose there because there was an ample supply of water for people to use and because the land was fertile.*)
3. True or false: The Mediterranean Sea is the source of the Nile River. (*False; the Nile's sources are in East Africa. The river flows into the Mediterranean Sea.*)
4. Based on the map, where in North Africa would you have expected early human civilizations to have developed? Explain your answer. (*Early human civilizations developed in Egypt near the Nile River which supplied water and supported agriculture.*)



### Mesopotamia and the Fertile Crescent Map

#### Place Location Activity

Reproduce the Mesopotamia and the Fertile Crescent map for each student. Ask students to:

- Label the following land areas: Europe, Asia Minor, Phoenicia, Persia, Akkad, Sumer, Egypt, Sinai Peninsula, and Arabian Desert.
- Label the Black Sea, Mediterranean Sea, Red Sea, Persian Gulf, Nile River, Tigris River, and Euphrates River.
- Locate and label the following cities: Tyre, Nineveh, Babylon, and Ur.
- Circle the names of land areas and bodies of water that still have the same name today. (*Europe, Black Sea, Persian Gulf, Arabian Desert, Syrian Desert, Sinai Peninsula, Red Sea, Egypt, Nile River, Tigris River, Euphrates River*)

#### Discussing the Map

1. What do the four cities shown on the map have in common? (*They are all located near a body of water.*)
2. Which city is not located on a river? (*Tyre*)
3. Which city is located the farthest north? (*Nineveh*)

#### APPLYING GEOGRAPHY SKILLS

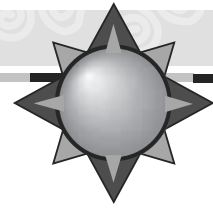
##### Creating a Map Quiz

*You may use the following activity as a cooperative learning activity or extra credit project.*

Tell students that the area shown on the map is located in Southwest Asia. Have students locate a map showing the present day boundaries of the countries in Southwest Asia. Have students draw in the current country borders and label the current countries. Once students have completed their maps, organize them into small groups to create a five-question quiz that can be answered from the map. Have teams take turns asking another group their questions and timing how long it takes for the other group to answer correctly.

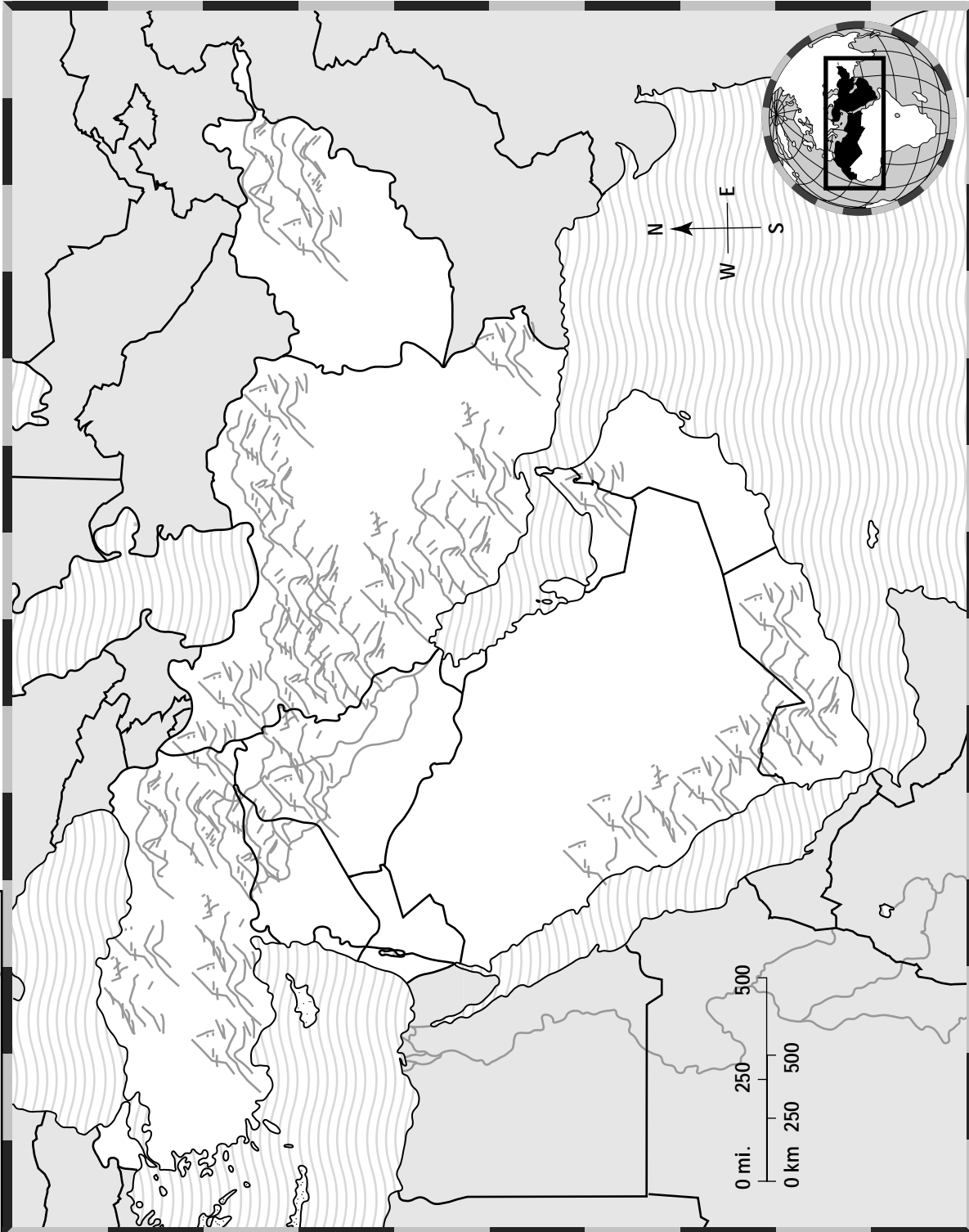
**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES**

# Chapter Map Activity 3

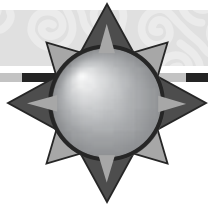


**CHAPTER 3**

**Southwest Asia: Physical**

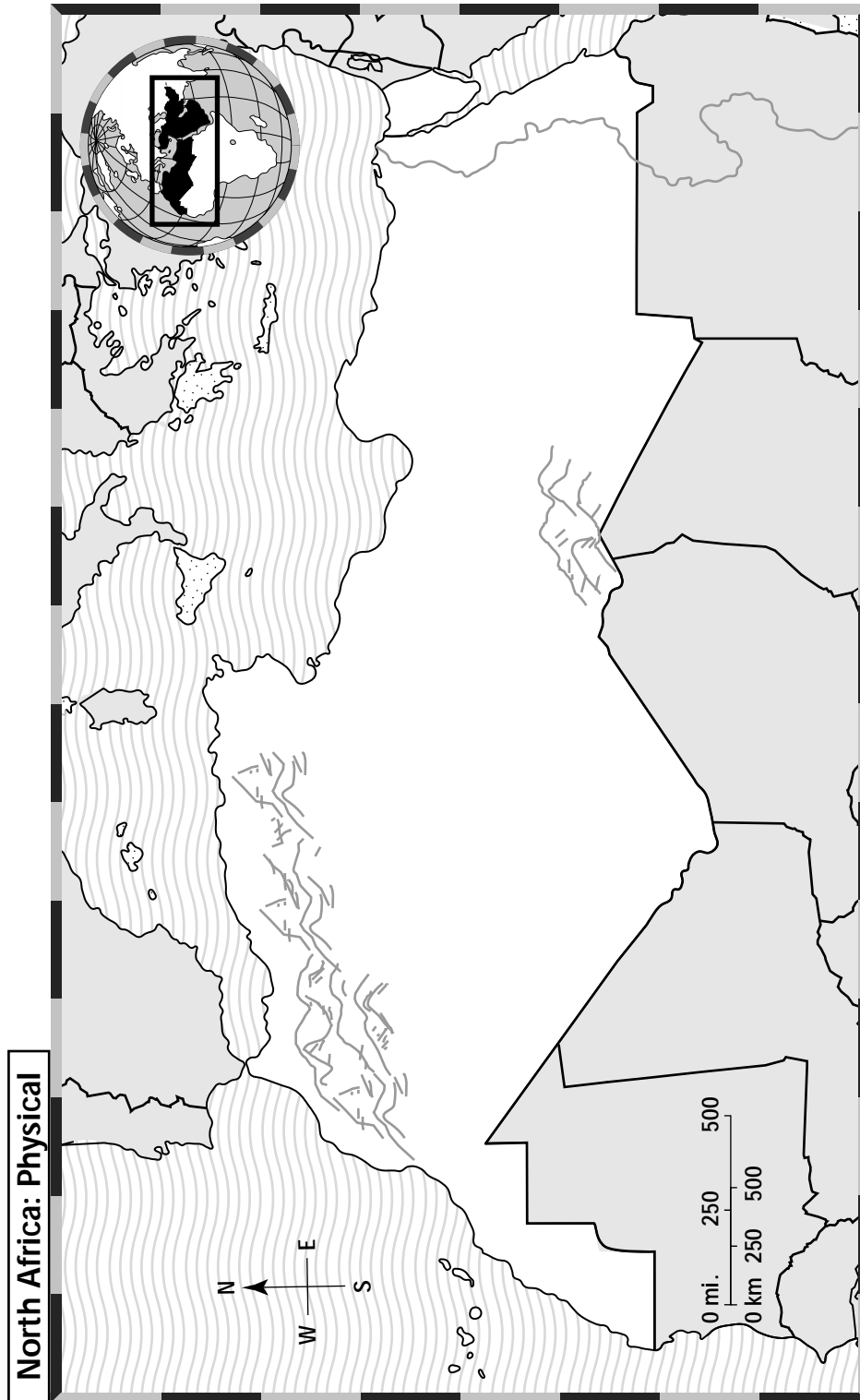


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**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES**

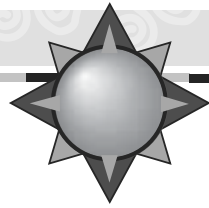
# Chapter Map Activity 3



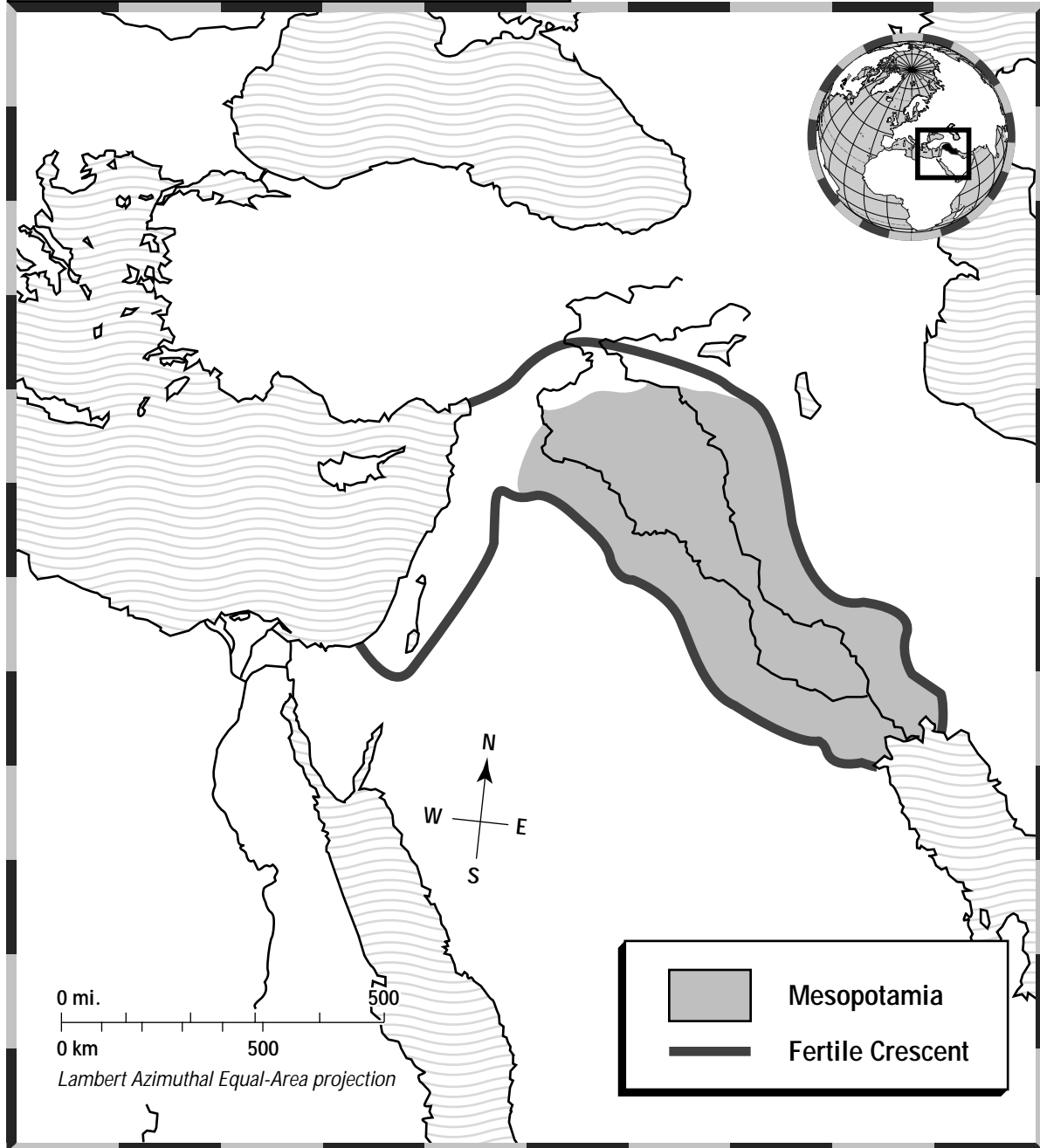
**North Africa: Physical**

**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES**

# Chapter Map Activity 3



**Mesopotamia and the Fertile Crescent**





## Chapter Skills Activity 3

### Using Latitude and Longitude



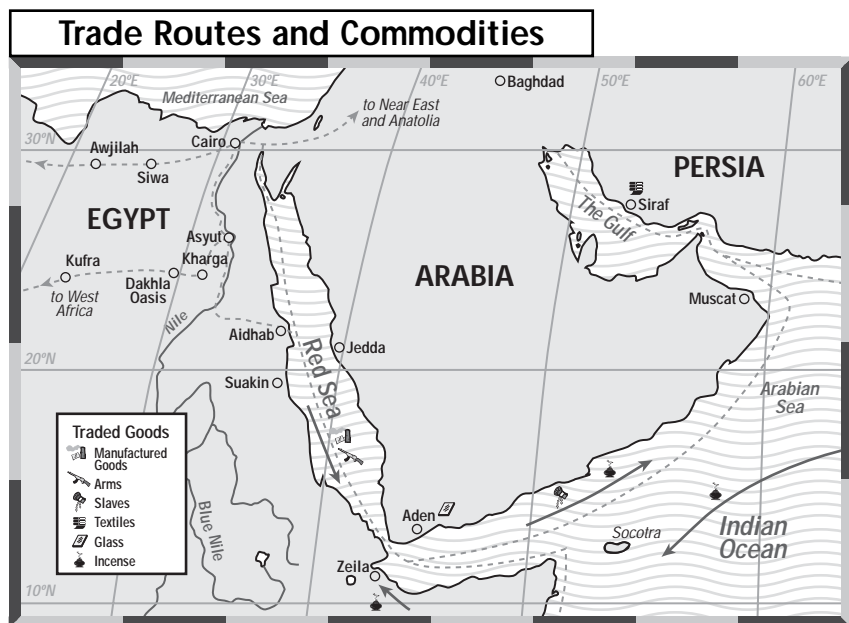
### Learning the Skill

To find a location on a map, you can use lines of latitude and longitude. Latitude lines are imaginary horizontal lines that circle the earth's surface east to west. Longitude lines are imaginary lines that run vertically from the North Pole to the South Pole.

### Practicing the Skill

**Directions:** Use the map below to answer the questions on a separate sheet of paper.

1. What is the approximate latitude and longitude of Cairo?
2. In what position did arms trading take place on the Red Sea route?
3. What commodity was produced at approximately 13°N and 45°E?
4. Incense traded in Zeila came from what remote location?



### Applying the Skill

**Directions:** Using the map on page 94 of your textbook, find the approximate latitude and longitude of your hometown, as well as that of two other cities. On a separate sheet of paper, create a chart like the one shown below.

Place	Latitude	Longitude





**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES****Reteaching Activity 3**

Egypt, in North Africa, and Mesopotamia, in Southwest Asia, are the earliest known human civilizations, dating back about 6,500 years. Judaism, Christianity, and Islam are three of the

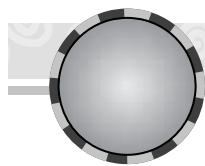
world's monotheistic religions and all were developed in Southwest Asia. Learning about past cultures and the development of these religions helps us better understand our own culture.

**DIRECTIONS: Making a Chart** Read each item below. Each item refers to either Mesopotamia or ancient Egypt. Write the letter of the item in the appropriate box.

**MESOPOTAMIA****ANCIENT EGYPT**

- |                                       |                                 |                         |
|---------------------------------------|---------------------------------|-------------------------|
| <b>A.</b> Tigris and Euphrates Rivers | <b>G.</b> Phoenicians           | <b>L.</b> Babylon       |
| <b>B.</b> pharaoh                     | <b>H.</b> Nile River            | <b>M.</b> Hatshepsut    |
| <b>C.</b> Hammurabi's Code            | <b>I.</b> polytheistic religion | <b>N.</b> cuneiform     |
| <b>D.</b> embalming                   | <b>J.</b> Sumer                 | <b>O.</b> hieroglyphics |
| <b>E.</b> Great Pyramid of Khufu      | <b>K.</b> Bronze Age            | <b>P.</b> theocracy     |
| <b>F.</b> Fertile Crescent            |                                 |                         |





# Critical Thinking Skills Activity 3

## Drawing Conclusions

**SOCIAL STUDIES OBJECTIVE:** Analyze information by drawing conclusions.



### Learning the Skill

**Drawing conclusions** from collected facts is a necessary step in making sense of information. You draw conclusions by making a judgment after thinking about facts you have studied. For your conclusion to be valid, it must be supported by logical and factual evidence. You can find facts in books and articles, and on the Internet. You also can find facts in special reference works such as almanacs, encyclopedias, and atlases. For instance, you may learn from an almanac that a country has three main language groups. From this fact you may draw the conclusion that the country's people have different ethnic backgrounds.

To draw conclusions, use the following steps:

- Read the information carefully for stated facts and ideas.
- Make a list of the important facts or ideas in the material you are studying.
- Study the list and ask what more needs to be known.
- Write down several conclusions that might explain the meaning of the information.
- Look for information to check the accuracy of your conclusions.

### Applying the Skill

**Directions:** Use the facts below to draw some conclusions about the three major religions that developed in the Middle East's Fertile Crescent. Then answer the questions that follow.

#### JUDAISM

**Date founded:** approximately 4,000 years ago

**Principal figure:** patriarch Abraham

**Primary beliefs:** One God; followers should live a moral life and observe the law of Moses, including the Ten Commandments

**Important writings:** the Torah

**Main types:** Orthodox, Conservative, Reformed

**Place of worship:** synagogue

**Number of people:** about 13 million

#### CHRISTIANITY

**Date founded:** approximately 2,000 years ago

**Principal figure:** Jesus, a descendant of Abraham

**Primary beliefs:** One God; followers should live by the Golden Rule: Treat others as you would like to be treated.

**Important writings:** the Bible, which includes the Torah

**Main types:** Roman Catholic, Orthodox, Protestant

**Place of worship:** church

**Number of people:** about 1 billion

## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

### Critical Thinking Skills Activity 3 (continued)

#### ISLAM

**Date founded:** approximately 1,500 years ago

**Principal figure:** Muhammad, a descendant of Abraham

**Primary beliefs:** One God; daily prayer five times a day; give alms to the poor; fasting during Ramadan (holy month); pilgrimage to holy city of Makkah (Mecca) at least once during lifetime

**Important writings:** the Quran (Koran)

**Main types:** Sunni, Shi'ite

**Place of worship:** mosque

**Number of people:** about 1 billion

1. What conclusions can you draw about the similarities of the three religions?

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2. In what ways do you think Judaism, the oldest of these religions, has influenced Christianity and Islam?

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3. What conclusions can you draw about the number of people who follow each religion?

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### Practicing the Skill

**Directions:** Use the same information about the three religions to answer the following questions by circling the letter of the correct answer.

1. Which of the following is NOT a conclusion that you can draw from the facts given?
  - A. All three religions believe in one God.
  - B. Any building can function as a place of worship.
  - C. Islam is the newest of the three religions.
  - D. The religions support doing good work and helping others.
2. Which of the following would likely violate all three religions?
  - A. opening a business
  - B. getting married
  - C. stealing from another person
  - D. exercising daily



## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

# Map and Graph Skills Activity 3

## Using Technology: Using an Electronic Spreadsheet

**NATIONAL GEOGRAPHY STANDARDS 1 AND 11:** The geographically informed person knows how to use geographic tools and technologies and understands the patterns and networks of economic interdependence on Earth's surface.



### Learning the Skill

An electronic spreadsheet is a worksheet you can create on your computer that can organize numbers quickly and easily. Spreadsheets allow you to change or update information and the spreadsheet automatically performs the calculations for you. All spreadsheets follow a basic design of rows and numbers. Each column is assigned a letter and each row is assigned a number. Each point where a column and row intersect is called a *cell*. The cell's position is labeled according to its corresponding column and row—A1 in column A, row 1, for example.

To create spreadsheets about the number of automobiles in selected countries in North Africa and Southwest Asia, follow these steps:

- Read the Data Bits on page 77 of your textbook.
- In cell A1, enter the title *Automobiles in North Africa and Southwest Asia*.
- In cell A2, enter the column heading *Country*.
- In cell B2, enter the column heading *Automobiles per 1,000 People*.
- In cell C2, enter the column heading *Population*.
- In cell D2, enter the column heading *Total Number of Automobiles*.
- In cells A3–A8, enter the names of the countries from the Data Bits table shown on page 77 of your textbook.
- In cells B3–B8, enter the number of automobiles shown for each of these countries.
- In cells C3–C8, enter the population of each country. You will find the populations listed

in the Country Profiles on pages 78 and 79 of your textbook.

- Enter the following formula in cell D3:  $=C3/1000*B3$ . This formula divides the country's population by 1,000 then multiplies by the number of automobiles per 1,000 people.
- Copy the formula in cell D3 to cells D4–D8.
- Format the spreadsheet as you wish. You can widen the columns if necessary to show all the data in each cell.
- Follow the same steps to create a spreadsheet for the number of telephones in the same countries. Use cells A10–D16 to create this spreadsheet.
- Save and print your spreadsheets.
- Use the spreadsheets to draw conclusions about transportation and communication in North Africa and Southwest Asia.

### Applying the Skill

**Directions:** The completed spreadsheets on the next page show the number of automobiles and telephones in selected countries. Study the spreadsheets and use them to answer the questions below in the spaces provided.

1. What country has the most automobiles?  
\_\_\_\_\_
2. What country has the fewest automobiles?  
\_\_\_\_\_
3. What country has the most telephones?  
\_\_\_\_\_

**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES****Map and Graph Skills Activity 3 (continued)**

	A	B	C	D
1	Automobiles in North Africa and Southwest Asia			
2	Country	Automobiles per 1,000 People	Population	Total Number of Automobiles
3	Kuwait	317	2,300,000	729,100
4	Lebanon	299	4,300,000	1,285,700
5	Libya	159	5,200,000	826,800
6	Morocco	38	29,200,000	1,109,600
7	Yemen	15	16,372,000	245,580
8				
9				
10	Telephones in North Africa and Southwest Asia			
11	Country	Telephones per 1,000 People	Population	Total Number of Telephones
12	Kuwait	227	2,300,000	522,100
13	Lebanon	179	4,300,000	769,700
14	Libya	68	5,200,000	353,600
15	Morocco	50	29,200,000	1,460,000
16	Yemen	13	16,372,000	212,836

4. **Critical Thinking** Why does the country with the largest number of automobiles per 1,000 people not have the greatest total number of automobiles?

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5. **Activity** Use the library or Internet to locate the same information for other countries in North Africa and Southwest Asia. Add the data to your spreadsheet and print the revised spreadsheets.

**Practicing the Skill**

**Directions:** Answer the following questions based on the spreadsheets by circling the letter of the correct answer.

- In which country would you be most likely to own an automobile?
  - Kuwait
  - Lebanon
  - Morocco
  - Yemen
- What country has the fewest total telephones?
  - Kuwait
  - Lebanon
  - Libya
  - Yemen
- Which of the following is a true statement about the use of telephones in the countries shown on the spreadsheet?
  - The total number of telephones in a country tells you how many people can use the telephone each day.
  - The number of telephones per 1,000 people lets you compare telephone availability among countries.
  - The countries with the largest population have the most total telephones.
  - The populations of the countries were not used in determining the total number of telephones in the country.



## Reading and Writing Skills Activity 3

### Writing a Rough Draft

**SOCIAL STUDIES OBJECTIVE:** To combine information to produce a written document.



### Learning the Skill

Writing a rough draft, or turning your ideas into paragraphs, is a stage in the writing process. Before you begin to write your rough draft, you should have already organized the ideas and details for your research report into an outline. When drafting, keep in mind the following guidelines.

1. Make sure each paragraph has a main idea and does not bring in unrelated information.
2. State the main idea in a topic sentence, and support it by details that explain or clarify it. Details can be facts and statistics, examples

or incidents, or sensory details, such as descriptions of what was seen or heard.

3. Keep your details organized as you write. You will do this as you write your draft because you might find links between ideas that give new meanings to your words or phrases.
4. Remember that the structure of a paper or report includes an introduction, a body, and a conclusion.
5. Vary your sentence lengths to make your sentences interesting. Do not use too many short sentences or too many long sentences. Do not connect all your ideas with the word *and*.

### Applying the Skill

**Directions:** Write a rough draft of an introduction paragraph for each item below, using the information given.

1. Thesis: Women of ancient Egypt had more opportunities than women in other ancient civilizations.

Main Ideas: Egyptian women could own property in their own names. They were allowed to make legal contracts, bring lawsuits, and make business decisions. When a woman's husband died, she became the owner of one-third of his property.

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**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES****Reading and Writing Skills Activity 3** (continued)

2. Thesis: We learn much about the ancient Egyptian culture from hieroglyphics.

Main Ideas: Hieroglyphics is a form of writing that uses symbols or pictures for words. Ideas are expressed by combining pictures. Archeologists can now read the hieroglyphics. Pharaohs used scribes to keep records. The scribes described great battles and important events in the pharaoh's life. Business records and daily events were also carved on stones or written on papyrus.

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3. Thesis: Judaism was unique because it believed in only one God.

Main Ideas: Most ancient peoples believed that there were many gods. Each god had limited power. Among them were gods of the sun, moon, harvests, and waters. To the Hebrews only one God was in control. He was the God of all heaven and earth.

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**Practicing the Skill**

**Directions:** Answer the following questions by circling the letter of the correct answer.

- Which of the following may be used as details in a report?
 

<b>A.</b> facts and statistics	<b>C.</b> sensory details
<b>B.</b> examples or incidents	<b>D.</b> all of the above
- Which of the following should be completed before you begin writing a rough draft of your report?
 

<b>A.</b> report outline	<b>C.</b> presentation of your report
<b>B.</b> an edit of your report	<b>D.</b> final revision of your report



**NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES****GeoLab Activity 3****Let It Grow**

*From the classroom of Thomas Lucey, St. Anne School, Memphis, Tennessee*

Learn how plant life might grow in the northern part of Africa.

## Background

The Egyptian civilization originally developed as a farming culture because of the silt deposited by the seasonal flooding of the Nile River. Let's consider how different conditions affect agriculture.

## Materials

- 4 terrariums
- 1 10-pound bag of humus
- 1 10-pound bag of sand
- 4 healthy herb seedlings of the following types: mint, basil, chives
- water
- eyedropper
- soil moisture meter

## What to Do

1. Fill the first terrarium  $\frac{3}{4}$  full of humus. Label this terrarium "1."
2. Fill the second terrarium  $\frac{1}{4}$  full of sand, and then layer humus on top until the terrarium is  $\frac{3}{4}$  full of soil. Label this terrarium "2."
3. Fill the third terrarium  $\frac{1}{2}$  full of sand and then layer humus on top until the terrarium is  $\frac{3}{4}$  full of soil. Label this terrarium "3."
4. Fill the fourth terrarium  $\frac{3}{4}$  full of sand. Label this terrarium "4."
5. Use a soil moisture meter to check the moisture level of the soil in each terrarium. If the moisture levels are different, slowly add water to each soil layer to bring the moisture levels of all the terrariums to the level of the moistest soil.
6. Plant the seedlings in each terrarium so that one of each type of plant is in each terrarium. The roots of each seedling should be at the same depth (about half the height of the terrarium). They will be at the soil change level in terrarium 2 and terrarium 3.
7. Place the terrariums in a well lit portion of your room where each receives the same amount of sunlight.
8. Use the eyedropper to water the seedlings with four drops of water each according to the following schedule:
  - terrarium 1: Only at the start
  - terrariums 2, 3, and 4: every day
9. Chart the growth and change in the plants over two weeks. Be sure to label your chart for each individual terrarium. Note the size and color of both the plants and the roots that you can see.

## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

### GeoLab Activity 3 (continued)

#### Lab Activity Report

1. What differences are there in the fragrances and tastes of herbs from the different terrariums? What do you think caused any differences?

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2. How are the terrariums like the different North African countries that you have studied?

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3. **Drawing Conclusions** When food is easier to grow in one place and harder to grow in another place, what would you expect to happen to the population in each place? Why?

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Several years ago thieves stole the head from the famous statue of Ramses II. They removed the head from the one-ton statue with an electric saw, and then dragged the head 70 miles across the desert. The police later recovered the missing statue piece in an Egyptian farmhouse.

#### Go A Step Further

Simulate the effects of the artificial fertilizers of modern farming and/or the Mediterranean Sea by adding small amounts of salt to the water for terrariums 2 and 3.



## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

# Enrichment Activity 3

## Hieroglyphics

**Directions:** Read the following information about hieroglyphics. Then answer the questions that follow.

Ancient Egyptians used hieroglyphics to keep records. *Hieroglyphics* are pictures used to represent words, symbols, or sounds. Archaeologists have found hieroglyphics carved on stones and written on papyrus. From studying these documents, archaeologists have learned to interpret many of these symbols.

Ancient Egyptians wrote down only very important information. Most of the hieroglyphics

tell about events of the king's life. Battles won, lands owned, and important decisions made by the king would have been written or carved using hieroglyphics. Kings employed scribes to write about these things. Scribes also kept track of the numbers of animals owned, the amount of grain stored, and other important numbers. The hieroglyphics used for numbers are as follows:

1	10	100	1,000	10,000	100,000	1,000,000

To display the number 14,321 in hieroglyphics, the scribe would write:



When you read a book, you read from left to right. Hieroglyphics may be written from left to right. They may also be written from right to left. Some of the symbols use human and animal fig-

ures. To determine which way to read the hieroglyphics, look at the faces of the human figures. The figures face the direction that you should read.

## Taking Another Look

Write each of the following numbers in hieroglyphics. The numbers should read from left to right.

- 12
- 423
- 1,122

Write each of the following numbers so that they read from right to left.

- 10,134
- 21,211

- Evaluating Information** Why do you think ancient Egyptians wrote only very important information on papyrus or carved it on stone?

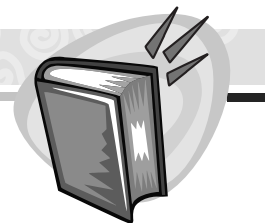




## Chapter 3, Section Resources

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<b>Guided Reading Activity 3-2:</b> Religions of the Middle East	49

## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES



# Guided Reading Activity 3-1

## Mesopotamia and Ancient Egypt

**DIRECTIONS: Summarizing** Reading the section and completing the summary paragraphs below will help you learn more about Mesopotamia and ancient Egypt. Use your textbook to fill in the blanks.

The earliest known human civilizations in the world were

(1) \_\_\_\_\_ in North Africa and (2) \_\_\_\_\_ in Southwest Asia. Historians use the word (3) \_\_\_\_\_ to describe a culture that has reached a certain level of development. The development includes a system of writing, building cities, and specialized workers.

One of the first civilizations started between the (4) \_\_\_\_\_ and (5) \_\_\_\_\_ Rivers. This region was then called (6) \_\_\_\_\_. It was an area of rich farmland, so it has been described as the (7) \_\_\_\_\_. People settled in the region because they knew it would be a good area to farm. Some of the villages grew into (8) \_\_\_\_\_, which were made up of the city and farmland around it. (9) \_\_\_\_\_ was one of the earliest of these city-states.

The first empire in the region was the (10) \_\_\_\_\_ Empire. It eventually gave way to (11) \_\_\_\_\_, whose greatest king was (12) \_\_\_\_\_.

Ancient Egypt started in the (13) \_\_\_\_\_ River Valley. Egypt was ruled by a (14) \_\_\_\_\_. The Egyptian religion was a (15) \_\_\_\_\_ one, which means it had many gods. The Egyptians believed in life after death. The pharaohs were buried in big tombs called (16) \_\_\_\_\_.

The ancient Egyptian system of writing is called (17) \_\_\_\_\_. Language experts learned how to read the Egyptian writing when they cracked the code on the (18) \_\_\_\_\_.



## NORTH AFRICA AND SOUTHWEST ASIA—EARLY CULTURES

# Guided Reading Activity 3-2

## Religions of the Middle East

**DIRECTIONS: Answering Questions** Reading the section and answering the questions below will help you learn more about the religions of the Middle East. Use your textbook to write answers to the questions.

1. What do the religions of Judaism, Christianity, and Islam have in common?

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2. What items make up the complete Torah, the holy book of the Jews?

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3. What are some beliefs of Judaism?

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4. What are some beliefs of Christianity?

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5. What items make up the Bible, the holy book of the Christians?

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6. How was the spread of Christianity achieved?

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7. What are the followers of Islam called?

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8. What does the Quran, the Muslim holy book, describe?

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9. Why is Ramadan an important holiday on the Muslim calendar?

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## Chapter 4 Resources

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## NORTH AFRICA AND SOUTHWEST ASIA TODAY

## Vocabulary Activity 4



**DIRECTIONS: Fill in the Blanks** Select a term to fill each blank below.

alluvial plain  
Bedouin  
aquifer

hajj  
silt  
Islamic republic

constitutional monarchy  
oasis  
kibbutz

moshav  
mosque  
shah

I had decided to move to Istanbul to find work. From my room, I could see the nearby  
(1) \_\_\_\_\_ where Muslims worship. Muslims are followers of Islam.



Most rural Israelis work on two types of farm settlements. In a (2) \_\_\_\_\_, people share all of the property and may also produce goods such as clothing or electronic equipment. In a (3) \_\_\_\_\_, people also share production and farming, but each person may own some private property as well.



In Egypt, the (4) \_\_\_\_\_ left behind when the Nile River floods its banks, enriches the soil. Libya has no permanent rivers, but (5) \_\_\_\_\_ store large amounts of water beneath the desert.



Abdul knew it was time to make a (6) \_\_\_\_\_, or religious journey, to Makkah. It would be a long trip. Between the Tigris and Euphrates Rivers, Abdul crossed the wide (7) \_\_\_\_\_ formed from flooding. In the desert, he stopped for water at each (8) \_\_\_\_\_. He met a people called the (9) \_\_\_\_\_, who wander the desert and follow a traditional way of life.



Governments vary. A country can be governed by a king or, as Iran was, by a (10) \_\_\_\_\_. Today Iran is an (11) \_\_\_\_\_ run by Muslim religious leaders. Like Jordan, a country can be a (12) \_\_\_\_\_, in which a monarch shares power with elected officials.

# Cooperative Learning Activity 4

Let's Party

## Background

The cultures of Southwest Asia are very diverse. People from a variety of ethnic groups live side by side in this region. They practice many different religions and celebrate different holidays. They do have one thing in common. They all love to have parties! In this activity, you will arrange a party according to the traditions of one of the nations of Southwest Asia. By exploring the ways that people celebrate, you will gain an appreciation for the diversity of this region.

## Group Directions

1. Use Chapter 4 and library resources or the Internet to learn about holidays and celebrations in different Southwest Asian countries. Take notes on what you discover.
2. Collect pictures and make sketches of people taking part in their holiday celebrations. Note their traditional dress and decorations.
3. Use what you learn to plan a party in the traditions of your chosen country.
4. Think about the following categories as you plan your party:

story behind the holiday	decorations
traditional holiday activities	snacks
time of year	music
traditional dress	dance

## Organizing the Group

1. **Decision Making** With your group, decide which Southwest Asian country you will study. Select a holiday of that country on which to base your celebration. Using the categories in the box above, decide how to divide up the tasks of organizing the party.
2. **Individual Work** Do research about your part of the celebration. Find, make, or prepare the party supplies you need.
3. **Group Work/Decision Making** Share your plans with your group. Together, decide how you will organize your party. Each group will have

**NORTH AFRICA AND SOUTHWEST ASIA TODAY****Cooperative Learning Activity 4 (continued)**

an area of the classroom in which to set up its party. Together, plan all the details that go into making a party fun.

4. **Additional Group Work** On party day, set up your party in your assigned area of the classroom. Wear your costumes. Put up your decorations and set out your snacks.
5. **Group Sharing** Groups take turns attending other groups' parties. The group in charge of the party should tell party-goers the story behind the holiday they are celebrating. They should also tell them about the music, snacks, dances, and any other activities at the party. Have a great time!

## CHAPTER 4

**Group Process Questions**

- What is the most important thing you learned about the diversity of Southwest Asia from the parties you attended?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- How was it helpful to work with others?

**Quick Check**

1. Was the goal of the assignment clear at all times?

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2. Did you have problems working well together? If so, how did you solve them?

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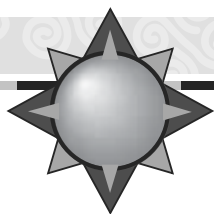
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3. Were you satisfied with your work on this project? Why or why not?

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# Chapter Map Activity 4

## Teaching Strategy

Deserts cover most of the lands of North Africa. Despite the often inhospitable environment, however, North Africans have developed rich and diverse societies, often combining elements of Arab, Berber, and African cultures. Southwest Asia is the birthplace of three major world religions: Islam, Judaism, and Christianity.



### Regional Maps

#### Place Location Activity

Reproduce the two regional maps for each student. Ask students to:

- Label the following countries and their boundaries: Egypt, Libya, Tunisia, Algeria, Morocco, Turkey, Syria, Lebanon, Israel, Jordan, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Kuwait, Iraq, Iran, Afghanistan. Also label the region of Western Sahara.
- Trace the following: Nile River.
- Label the following bodies of water: Red Sea, Mediterranean Sea, Atlantic Ocean, Black Sea, Caspian Sea, Persian Gulf, Gulf of Oman, Arabian Sea, Gulf of Aden.

#### Discussing the Maps

1. What is the largest North African country? The smallest? (*Algeria is the largest North African country. Tunisia is the smallest.*)
2. Name the body of water that borders every North African country. (*Mediterranean Sea*)
3. How many countries border Iraq? Name them. (*Six countries border Iraq: Turkey, Syria, Jordan, Saudi Arabia, Kuwait, and Iran.*)
4. The capital of Oman lies in what direction from the capital of Afghanistan? What is the approximate straight-line distance between the two cities? (*Muscat, Oman, lies southwest of Kabul, Afghanistan. The approximate distance between the cities is 980 miles [1,568 km].*)



### Import/Export Maps

#### Place Location Activity

Reproduce the Import/Export maps for each student. Ask students to:

- Label the countries. (*See the list of countries for the regional map.*)
- Label the capital cities of each country.

Then ask students to use the country profiles in the regional atlas to label the major import and export of each country in North Africa and Southwest Asia.

#### Discussing the Maps

1. How many countries have petroleum as their major export? Name them. (*9—Algeria, Bahrain, Iran, Kuwait, Oman, Qatar, Saudi Arabia, Syria, United Arab Emirates*)
2. What products do the countries of North Africa import? (*machinery, manufactured goods*)
3. Which capitals in North Africa and Southwest Asia are situated near a river? (*Cairo, Egypt; Baghdad, Iraq*)

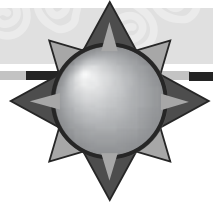
#### APPLYING GEOGRAPHY SKILLS

##### Creating an Arable Land Map

*You may use the following activity as a portfolio or extra credit project.*

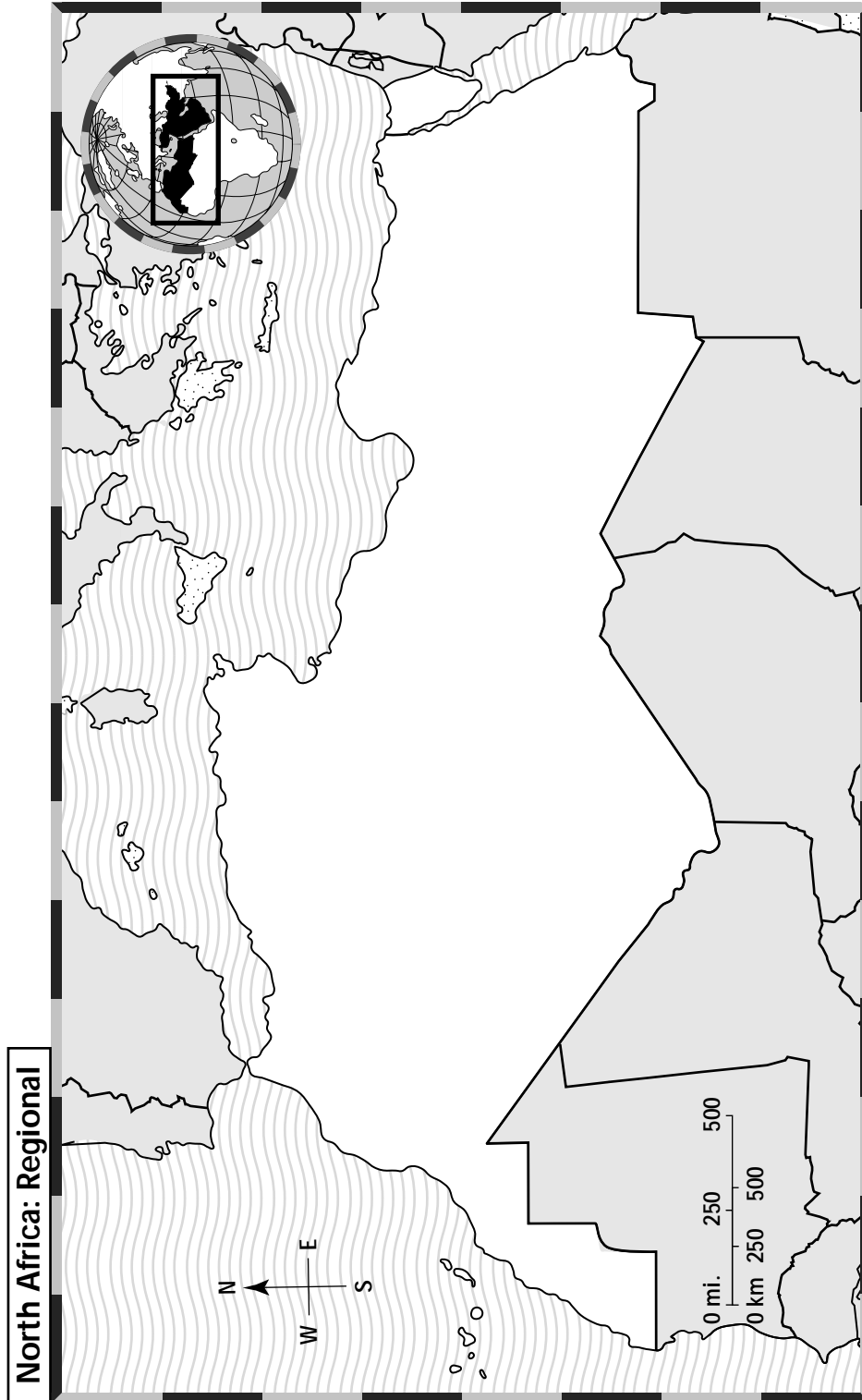
Arable land is land that is fit for or used for growing crops. Ask students to use the library or Internet to find the amount of arable land in each of the North African and Southwest Asian countries. Students should write the percentage of arable land on copies of their completed political maps, writing the percentage next to the name of each country. Then ask them to list the countries in order of most to least arable land.

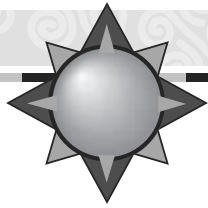
**NORTH AFRICA AND SOUTHWEST ASIA TODAY**



# Chapter Map Activity 4

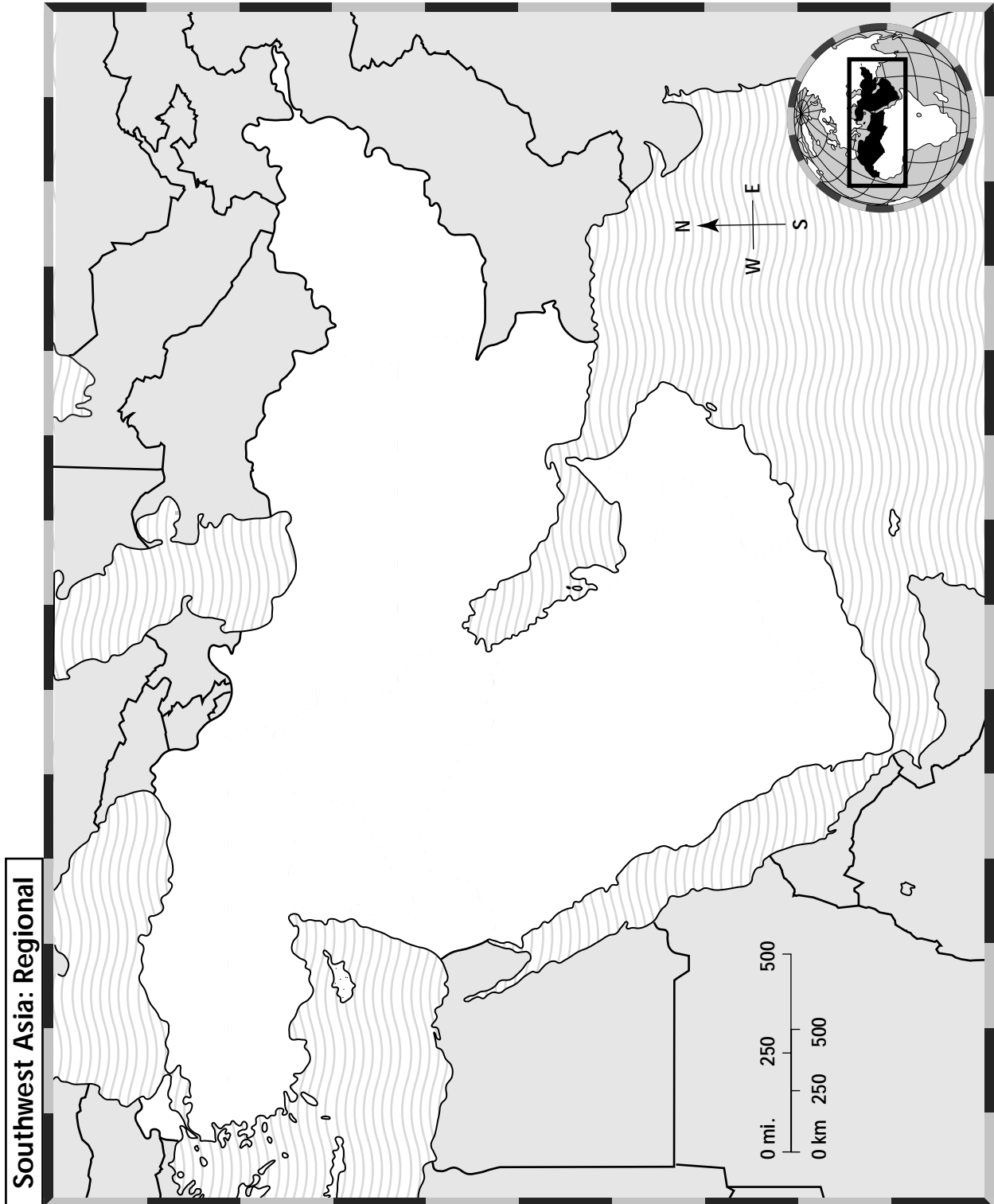
**CHAPTER 4**



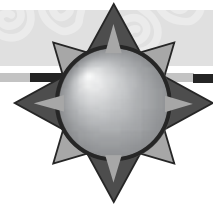


## NORTH AFRICA AND SOUTHWEST ASIA TODAY

# Chapter Map Activity 4

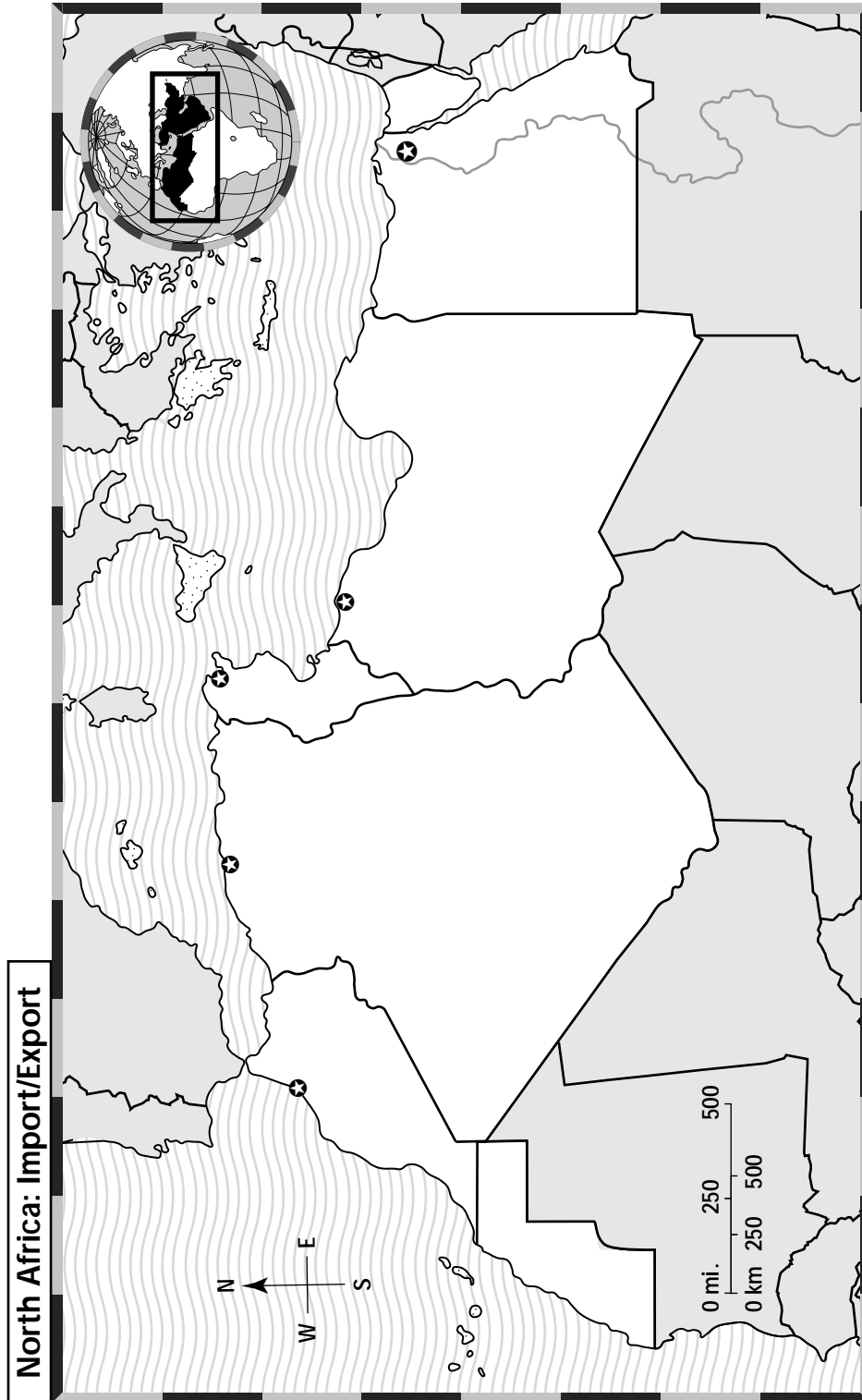


**NORTH AFRICA AND SOUTHWEST ASIA TODAY**

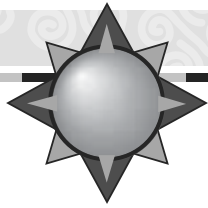


# Chapter Map Activity 4

**CHAPTER 4**

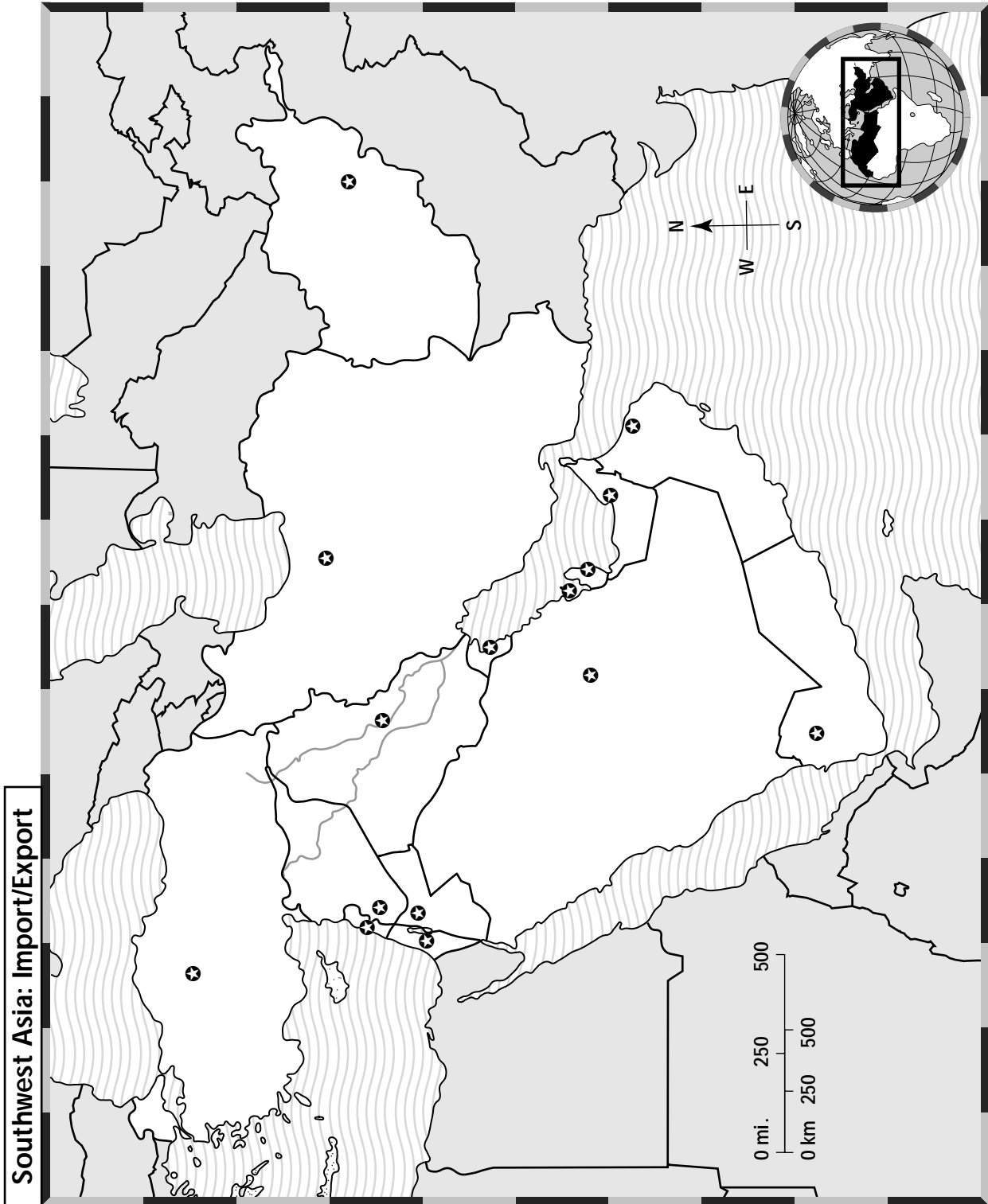






# NORTH AFRICA AND SOUTHWEST ASIA TODAY

## Chapter Map Activity 4



### CHAPTER 4





## Chapter Skills Activity 4

Using the Internet



### Learning the Skill

The Internet is a global network of computers. The Internet can connect you to many sources of information about geography and other subjects. Learning to search with a Web browser is essential to finding information on the Internet. A search engine such as AltaVista uses keywords that you type to find the Web site for information you want.

### Practicing the Skill

**Directions:** Log on to the Internet. Use an Internet Web browser to find the answers to the questions below. Write the answers on a separate sheet of paper.

1. Write the name of the search engine your Web browser uses (click the Search button). If there are more than one, write the names of two of them.
2. Write the name of three sites that give information about the capital city of Afghanistan, Kabul.
3. Search for Web sites that contain information about the oil economy of Saudi Arabia. Write a 50- to 75-word report about this primary economic source. Write the Web addresses (URL) of the sites.
4. Prepare a list of three facts about the religion Islam. Write the Web address (URL) for each fact that you find.

### Applying the Skill

**Directions:** Use your favorite search engines to find one or two Web sites that will give you the following information about your local area. Write the sites in the chart below.

Local entertainment
Local news
Local weather





## NORTH AFRICA AND SOUTHWEST ASIA TODAY

# Reteaching Activity 4

North Africa and Southwest Asia are called “crossroads of the world” due to their location near Europe and Asia. The main export for these

countries is oil. Because of the world’s dependence on this oil, the volatile political environment in these countries must be watched.

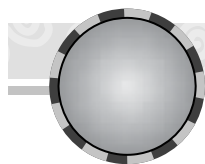
**DIRECTIONS: Filling in the Blanks** On the line before each statement, write the name of the country of North Africa or Southwest Asia the statement best describes. Refer to Chapter 4 of your text for the names of the countries.

## Turkey, Israel, Syria, Lebanon, Jordan, Saudi Arabia

1. \_\_\_\_\_ The Negev desert covers almost half of this country.
2. \_\_\_\_\_ This country invaded its neighbor Kuwait in August 1990.
3. \_\_\_\_\_ This oil-rich country is the largest country of Southwest Asia. It is about the same size as the eastern half of the United States.
4. \_\_\_\_\_ The lifeline of this country is the Nile River.
5. \_\_\_\_\_ Istanbul, this nation’s largest city, is the only city located on two continents, Europe and Asia.
6. \_\_\_\_\_ This country is the most densely wooded country in Southwest Asia.
7. \_\_\_\_\_ The Khyber Pass has been the major trade route linking Southwest Asia to Asia for centuries. It cuts through the Hindu Kush mountains in this country.
8. \_\_\_\_\_ King Hussain I ruled this country from 1952–1999.
9. \_\_\_\_\_ This country boasts a distinctive population: more than half the people claim Persian rather than Arab or Turkish descent and most speak Farsi.
10. \_\_\_\_\_ Damascus, one of the oldest continuously inhabited cities in the world, is the capital of this country.
11. \_\_\_\_\_ Tripoli is the capital of this country.

## Egypt, Libya, Iran, Iraq, Afghanistan





# Critical Thinking Skills Activity 4

## Recognizing Propaganda

**SOCIAL STUDIES OBJECTIVE:** Identify propaganda in written, oral, and visual material.



### Learning the Skill

People whose jobs involve persuading others—such as advertisers, writers, and politicians—often use **propaganda**. Propaganda is the spreading of ideas that aims to persuade people to accept a viewpoint that may be good or bad. Often propaganda appeals to people's emotions in an attempt to get them to accept a particular viewpoint without careful consideration. Some common techniques used in propaganda are:

- Using words, themes, or tone of voice that people will respond to with strong emotion. For example, themes of safety, justice, and truth move people.
- Using negative labels for people or ideas the propagandist wants others to reject.
- Using positive labels for people or ideas the propagandist wants others to approve.
- Using testimonials from famous people.
- Using only those facts that support a certain point of view.

To recognize propaganda, follow these steps:

- Look for words or images that are filled with emotion or used as warnings.
- Find out who is the target of the propaganda.
- Draw conclusions about the use of propaganda to unite and motivate.

### Applying the Skill

#### Directions:

**A.** Put an **X** in front of each statement that is an example of propaganda.

- \_\_\_\_\_ 1. Many cities in North Africa cannot provide adequate housing or jobs for their rapidly growing populations.
- \_\_\_\_\_ 2. Militant forces in North Africa must be stopped before their evil influence spreads throughout the region.
- \_\_\_\_\_ 3. Libya expected the easy money from oil revenues would fund dozens of poorly planned projects for industrial development.
- \_\_\_\_\_ 4. In 1980, the United States suspended all activities at its embassy in Tripoli.
- \_\_\_\_\_ 5. The aggression and greed of Western nations prevent the farmers and nomadic herders of North Africa from obtaining prosperity.
- \_\_\_\_\_ 6. Egypt was once one of the most important centers of art, learning, and science in the ancient world.

**NORTH AFRICA AND SOUTHWEST ASIA TODAY****Critical Thinking Skills Activity 4** (continued)

**B.** The Aswan High Dam in Egypt helped Egyptian agriculture and industry. However, it also caused serious environmental problems. The paragraph below is an example of propaganda. It tells about the problems caused by the dam, but it does not mention the benefits. As you read it, circle the negative words the author uses to influence the reader against the Aswan High Dam. Underline phrases that try to make the reader angry or fearful.

The construction of the Aswan High Dam has been disastrous for Egypt. The rich, life-giving deposits of silt that the Nile used to carry downstream are now trapped behind the dam, forcing farmers to use expensive, unhealthy fertilizers. The lack of silt has also caused massive erosion of land along the shores of the Nile. Gamal Abdel Nassar's "dream" of creating this dam was hardly a dream of Egyptian prosperity. Instead, it was the dream of a self-obsessed leader to glorify himself through the creation of this monstrous feat of engineering. Just as the lake that bears his name has drowned Egypt's ancient historical sites, so it has begun to engulf [overwhelm] Egypt's hopes for the future.

**Practicing the Skill**

**Directions:** Answer the following questions by circling the letter of each correct answer.

- Which of the following techniques of propaganda does the writer of the Aswan High Dam paragraph use?
  - using negative words to influence the reader
  - using negative labels for people
  - using only those facts that support his view
  - all of the above
- The Aswan High Dam was built on which of the following rivers?
  - Mississippi
  - Tigris
  - Nile
  - Euphrates
- Who might be the target audience of this paragraph?
  - Gamal Abdel Nassar
  - potential dam builders in Europe
  - American teens
  - Egyptian voters





## NORTH AFRICA AND SOUTHWEST ASIA TODAY

# Map and Graph Skills Activity 4

## Reading a Time Zones Map

**NATIONAL GEOGRAPHY STANDARD 13:** The geographically informed person knows and understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface.



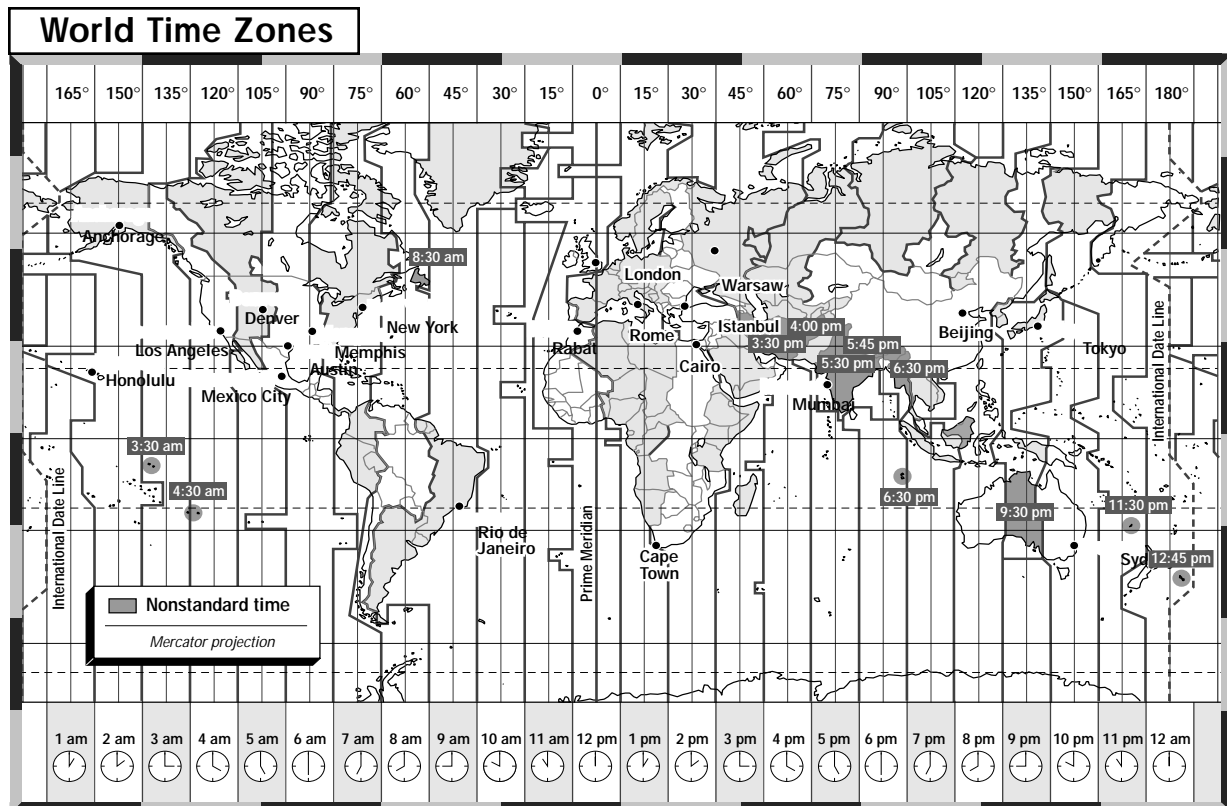
## Learning the Skill

When it is 4 P.M. in Cairo, Egypt, it is 2 P.M. in Rabat, Morocco. Both are important North African cities. Why isn't the time the same in both? The answer is that Cairo and Rabat are located in different time zones. The earth's surface is divided into 24 different time zones. The 0° line of longitude, the Prime Meridian, is the starting point for figuring out time around the world. To read a time zones map, follow these steps:

- Locate a place where you know the time and select another place where you wish to know the time.
- Notice the time zones you cross between these places.
- If the second place lies east of the first, add an hour for each time zone. If it lies west, subtract an hour for each zone. If you cross the International Date Line—the 180° Meridian—add or subtract one day.

## Applying the Skill

**Directions:** The map below shows the world time zones. Study the map and use it to answer the questions on the next page in the spaces provided.



**NORTH AFRICA AND SOUTHWEST ASIA TODAY****Map and Graph Skills Activity 4 (continued)**

1. What line of longitude is used as the base to determine all time zones?

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2. Because the earth rotates from west to east, what is true about the time in time zones east of your location?

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3. **Critical Thinking** China does not observe the standard world time zones. Instead, the government has decided that the entire country should be on Beijing time. When it is 8 P.M. in Beijing, it is 8 P.M. everywhere in China—even the far western section of the country, where it would be 5 P.M. if standard time were followed. What do you think are some benefits and disadvantages of China's system?

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4. **Activity** Imagine that you live in New York City and are phoning friends in other world cities. You are making your calls at 7 A.M. At what time would your friends answer the phone if they lived in

- A. Los Angeles? \_\_\_\_\_  
 B. Sydney? \_\_\_\_\_  
 C. Istanbul? \_\_\_\_\_  
 D. Rio de Janeiro? \_\_\_\_\_

**Practicing the Skill**

**Directions:** Answer the following questions based on the map by circling the letter of the correct answer.

1. It is 11 A.M. on Tuesday in Cairo. What day and time is it in Tokyo?
- A. Tuesday, 2 A.M.  
 B. Tuesday, 6 P.M.  
 C. Wednesday, 2 P.M.  
 D. Wednesday, 6 P.M.
2. You leave Memphis, Tennessee, at 8 P.M. on an 11-hour flight to Istanbul, Turkey. What time will you arrive in Istanbul?
- A. 8 A.M. the day before  
 B. 8 P.M. the same day  
 C. 3 A.M. the next day  
 D. 3 P.M. the next day
3. Which of the following cities on the map is in the same time zone as Austin?
- A. Memphis  
 B. New York City  
 C. Denver  
 D. Los Angeles



## Reading and Writing Skills Activity 4

### Revising a Rough Draft

**SOCIAL STUDIES OBJECTIVE:** To combine information to produce a written document.



### Learning the Skill

After you research, form an outline, and write a rough draft of your research report, put it aside for a day or so. Then reread your rough draft and revise it. *Revising* means going over a document again, looking at it as another person might. As you revise your report, make sure that your writing is clear and well organized, that it accomplishes your goals, and that it reaches your audience. The revision stage is the point at which you:

- improve paragraphs

- review your work and have others review your work
- check the content and structure of your report
- make sure the language is specific and descriptive
- check unity and logic
- check style and tone

After you review your rough draft, you may want to move sentences or change them, add or delete information, or rewrite parts of your report.

### Applying the Skill

**Directions:** Read the following passages. In the space below each passage, write why and how each passage needs to be revised.

Egypt isn't all chaos and clatter. It's also a diver's dream dip, a quiet camel caravan through the desert or a long lazy punt down the Nile. Mud-brick villages stand beside the ruins of the pharaohs surrounded by buildings of steel, stone, and glass. Bedouins live in goatskin tents and farmers till the earth with the tools of their ancestors. Townsfolk dress in long flowing robes, others in jeans and sneakers, and city traffic competes with donkey carts and wandering goats. Nowhere are these contrasts so stark as in Cairo, a massive city thronging with people and ringing to the sound of car horns, stereos and muezzins summoning the faithful to prayer.

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The 'black land' was the fertile land on the banks of the Nile. The ancient Egyptians used this land for growing their crops. This was the only land in ancient Egypt that could be farmed because a layer of rich black silt was deposited there every year after the Nile flooded. The ancient Egyptians thought of Egypt as being divided into two types of land, the 'black land' and the 'red land'. The 'red land' was the barren desert that protected Egypt on two sides. These deserts separated ancient Egypt from neighboring countries and invading armies. They also provided the ancient Egyptians with a source for precious metals and semi-precious stones.

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**NORTH AFRICA AND SOUTHWEST ASIA TODAY****Reading and Writing Skills Activity 4** (continued)

**Directions:** Write an introduction paragraph for a report on tourism in Turkey. To do this correctly, you will need to do some research on possible topics. After you finish writing this paragraph, exchange paragraphs with a classmate. On the lines below your classmate's paragraph, write your suggestions for revising his or her paragraph. Then, return your suggestions to your classmate. Read the suggestions that your classmate had for your paragraph.

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Suggestions for revising the introduction paragraph:

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**Practicing the Skill**

**Directions:** Answer the following questions by circling the letter of the correct answer.

1. What is revising?
  - A. changing your thesis
  - B. looking over a document again, looking at it as another person might
  - C. outlining
  - D. researching topics for a research report
2. Which of the following is NOT a purpose of revising?
  - A. to find a thesis statement
  - B. to make sure that your writing is clear and well organized
  - C. to make sure that your writing accomplishes your goals
  - D. to make sure that your writing reaches your audience



## NORTH AFRICA AND SOUTHWEST ASIA TODAY

**GeoLab Activity 4****Expand Your Company!**

*From the classroom of David Anderson, Tamarac Middle School, Troy, New York*

Southwest Asia is rich in oil and other natural resources. Learn more about this part of the world by looking at the possibilities for the expansion of your imaginary company to one of these countries.

**Background**

Tamco, an imaginary international computer company and your employer, is considering opening an office in Southwest Asia. Although this area is rich in natural resources and beauty, the political and religious strife there has escalated, and the economic separation between the wealthy and the poor seems to have increased. You and some other company representatives have been asked to research the Middle East to determine which country, if any, would provide the best opportunities for expansion and development. You will then provide an oral report to the board of directors detailing your findings.

**Materials**

- |  |   |
|--|---|
| ■ encyclopedias, an atlas, and other reference books concerning Southwest Asia or the Internet | ■ poster board                                  |
| ■ dictionary   | ■ colored pencils                               |
| ■ economic data chart (example provided)   | ■ overhead projector (optional)                 |
|  | ■ transparencies (optional)                     |
|  | ■ pens for writing on transparencies (optional) |

**What to Do**

1. Choose your team members. Decide which three Southwest Asian countries you would like to investigate as possible company expansion locations.
2. Learn these vocabulary terms and their definitions: arable land, population density, GNP per capita, ethnic group, resources, workforce
3. Research to investigate your countries. Find out the information needed to complete an economic data chart similar to the one below.
4. Prepare a graph comparing the GNP per capita of the three countries. You and the other representatives should discuss and compare all of the information on your chart. As you compare, think about the positives and negatives of the products already available for export, location of bodies of water for transportation, and available qualified workers.
5. Display your graph on the poster board.
6. In addition to the information on your graph, consider the major cities in each country. Are they modern? Do they have good accessible transportation within the city such as airports and public services?

**NORTH AFRICA AND SOUTHWEST ASIA TODAY****GeoLab Activity 4** (continued)

7. Research to determine political and religious attitudes toward nationals and internationals.
8. Based on the gathered data, determine the best places in each country for your company to expand.
9. Discuss and narrow your choice to one country and then one city.
10. Prepare a persuasive report to present to the board of directors of Tamco that supports the best opportunities for expansion and development.

**SOUTHWEST ASIA ECONOMIC DATA SHEET**

Country	Amount of Arable Land	GNP Per Capita	Major Exports	Access to Bodies of Water	Size of Workforce	Literacy Rate

**Lab Activity Report**

1. What were some negatives about your city that may have made you hesitant to make it your final choice?  
\_\_\_\_\_
2. Why did you feel that you could choose that city anyway?  
\_\_\_\_\_
3. What problems are involved in expanding a business to another country?  
\_\_\_\_\_
4. **Drawing Conclusions** When companies expand to other countries, do you think it brings the people living there closer together, or does it drive them apart? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Enrichment Activity 4

### Presidential Fact Sheet

**Directions:** United States presidents and other world leaders may use fact sheets as quick-reference tools. Their staffs prepare these fact sheets to provide information these leaders need to know about world regions. Imagine that you are the president's press secretary. You have to help the president prepare for a news conference on Southwest Asia. Fill in the information required in each category in the spaces below. You may use your textbook and other resources to find the information.

1. Major countries of Southwest Asia:

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2. Climate and landscape of the Arabian Peninsula:

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3. Most abundant resource of the region:

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4. Importance of this resource to the United States:

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5. Major world religions in region:

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6. Recent changes in Israel's relations with neighboring Arab countries:

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7. **Identifying Assumptions** How might a fact sheet be helpful to a president who is preparing for a news conference?

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## Chapter 4, Section Resources

<b>Guided Reading Activity 4-1:</b> North Africa	76
<b>Guided Reading Activity 4-2:</b> Southwest Asia: Turkey and Israel	77
<b>Guided Reading Activity 4-3:</b> Syria, Lebanon, Jordan, and Arabia	78
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## NORTH AFRICA AND SOUTHWEST ASIA TODAY



## Guided Reading Activity 4-1

### North Africa

**DIRECTIONS: Reading for Accuracy** Reading the section and completing the activity below will help you learn more about North Africa. Refer to your textbook to decide if a statement is true or false. Write **T** or **F**, and if a statement is false, rewrite it correctly.

\_\_\_\_\_ 1. The Sinai Peninsula is a major crossroads between Africa and Southwest Asia.

\_\_\_\_\_

\_\_\_\_\_ 2. The Suez Canal is helpful because it lets ships pass to the Red Sea without having to go around the continent of Africa.

\_\_\_\_\_

\_\_\_\_\_ 3. Dams of the Nile only bring harm to the farmers and their crops.

\_\_\_\_\_

\_\_\_\_\_ 4. Almost half of Egypt's exports are made up of farm products.

\_\_\_\_\_

\_\_\_\_\_ 5. Most of Libya is covered by the Sahara.

\_\_\_\_\_

\_\_\_\_\_ 6. Libya uses oil money to buy food, build schools, and keep a strong military.

\_\_\_\_\_

\_\_\_\_\_ 7. Libya has a democratic government, ruled by a king.

\_\_\_\_\_

\_\_\_\_\_ 8. Algeria is North Africa's smallest country.

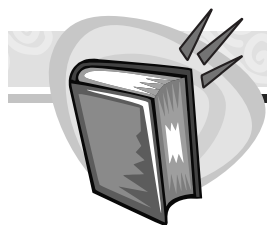
\_\_\_\_\_

\_\_\_\_\_ 9. Algeria is a republic, with a strong president and a legislature.

\_\_\_\_\_

\_\_\_\_\_ 10. Morocco has an economy that is based only on tourism.

\_\_\_\_\_



## Guided Reading Activity 4-2

### Southwest Asia: Turkey and Israel

**DIRECTIONS: Filling in the Blanks** Reading the section and completing the sentences below will help you learn more about Turkey and Israel. Refer to your textbook to fill in the blanks.

Turkey has a unique location because it bridges the continents of (1) \_\_\_\_\_ and (2) \_\_\_\_\_. Three important waterways separate the Asian and European parts of Turkey: the (3) \_\_\_\_\_, the (4) \_\_\_\_\_, and the (5) \_\_\_\_\_. Most of Turkey's people practice the religion of (6) \_\_\_\_\_ and worship in places called (7) \_\_\_\_\_. Many of Turkey's people today are descendants of an Asian people called (8) \_\_\_\_\_.

Mountains are located in northern Israel and the (9) \_\_\_\_\_ lies east of the mountains. Between Israel and Jordan is the (10) \_\_\_\_\_, which is the lowest place on the earth's surface. The (11) \_\_\_\_\_ covers almost half of the country. (12) \_\_\_\_\_ are Israel's major agricultural export. People who live in a (13) \_\_\_\_\_ share all the property. People who live in a (14) \_\_\_\_\_ share in farming and production, but also own private property. The largest manufacturing industry is (15) \_\_\_\_\_. Most of Israel's people are (16) \_\_\_\_\_. The rest of the people are Arabs called Palestinians.

## NORTH AFRICA AND SOUTHWEST ASIA TODAY



## Guided Reading Activity 4-3

### Syria, Lebanon, Jordan, and Arabia

**DIRECTIONS: Answering Questions** Reading the section and answering the questions below will help you learn more about the countries of Syria, Lebanon, Jordan, and Saudi Arabia. Use your textbook to write answers to the questions.

1. What kind of land does Syria include?

\_\_\_\_\_

2. What is the main economic activity of Syria?

\_\_\_\_\_

3. Where do more than half of Syria's people live?

\_\_\_\_\_

4. What is the capital and largest city of Lebanon?

\_\_\_\_\_

5. What languages are spoken in Lebanon?

\_\_\_\_\_

6. What kinds of resources does Jordan lack?

\_\_\_\_\_

7. In what industries do most of Jordan's people work?

\_\_\_\_\_

8. What kind of government does Jordan have?

\_\_\_\_\_

9. How does Saudi Arabia get water for farming?

\_\_\_\_\_

10. What does Saudi Arabia's economy depend on?

\_\_\_\_\_

11. How is Saudi Arabia ruled?

\_\_\_\_\_



## Guided Reading Activity 4-4

### Iraq, Iran, and Afghanistan

**DIRECTIONS: Outlining** Reading the section and completing the outline below will help you learn more about the countries of Iraq, Iran, and Afghanistan. Refer to your textbook to fill in the blanks.

#### I. Iraq

A. The \_\_\_\_\_ and \_\_\_\_\_ Rivers are the major geographic features.

1. Farming takes place on an \_\_\_\_\_.

2. \_\_\_\_\_ is the country's major export.

B. Most people live in \_\_\_\_\_ areas.

1. \_\_\_\_\_ make up the largest population group.

2. The \_\_\_\_\_ are the second-largest group.

3. Iraq's government is a \_\_\_\_\_.

4. After the Persian Gulf War, an \_\_\_\_\_ was put on Iraq.

#### II. Iran

A. Iran was once known as \_\_\_\_\_.

1. Iran's economy depends on \_\_\_\_\_.

B. More than one-half of the people are \_\_\_\_\_.

1. Most people practice some form of \_\_\_\_\_.

2. The government is now an \_\_\_\_\_.

#### III. Afghanistan

A. The country is mostly covered by the \_\_\_\_\_ mountain range.

1. The \_\_\_\_\_ was used as a major trade route through the mountains.

B. \_\_\_\_\_ is the major economic activity.

C. The people are divided into 20 different \_\_\_\_\_ groups.

D. The Taliban strictly enforces \_\_\_\_\_ religious laws.



# ANSWER KEY

## Regional Atlas Activity 2

### 2-A

Borders should match those on subsequent maps for this unit.

### 2-B

1. Atlas Mountains
2. Mediterranean Sea
3. Nile River
4. Caspian Sea
5. Sahara
6. Rub' al Khali (Empty Quarter)
7. Tigris and Euphrates Rivers
8. Red Sea
9. Taurus Mountains
10. Zagros Mountains

### 2-C

1. Saudi Arabia
2. Israel
3. Turkey
4. Iran
5. Oman
6. Iraq
7. Syria
8. Afghanistan
9. Libya
10. Algeria

### 2-D

1. Kabul
2. Algiers
3. Tehran
4. Cairo
5. Tripoli
6. Damascus
7. Rabat
8. Amman
9. Jerusalem
10. Ankara

### 2-E

1. The Zagros Mountains are at the highest elevation in Southwest Asia that is shown on this profile. The Atlas Mountains are at the highest elevation in North Africa.
2. The Atlantic Ocean and the Nile River are shown at the lowest elevations on this profile.

3. Answers may vary but should mention that the Nile River borders the Sinai Peninsula, which separates North Africa and Southwest Asia; it is in the northeast corner of Africa, flowing from Sudan through Egypt into the Mediterranean.
4. Cairo, Egypt, lies next to the Nile River.
5. The Sahara lies between the Atlas Mountains and the Nile River.
6. Answers may vary but should mention the major role of deserts as physical features in both regions; formidable mountain ranges and plateaus are found there too.
7. This elevation profile runs west to east at 30°N latitude.
8. The Atlas Mountains are the westernmost landform shown on this profile.

### 2-F

1. Israel
2. Saudi Arabia and Israel
3. Ankara and Istanbul, Turkey
4. Kuwait
5. Morocco and Yemen
6. Libya has 159 automobiles and 68 telephones per thousand people.
7. Morocco
8. 80,000,000
9. Alexandria, Egypt
10. Yemen

### 2-G

Languages of Southwest Asia:

Afghanistan—Pashto, Dari

Iran—Persian, Kurdish

Iraq—Arabic, Kurdish

Israel—Hebrew, Arabic

Jordan—Arabic

Kuwait—Arabic

Lebanon—Arabic, French

Oman—Arabic

Qatar—Arabic

Saudi Arabia—Arabic

Syria—Arabic, Kurdish, Armenian

Turkey—Turkish, Kurdish

United Arab Emirates—Arabic, Persian

Yemen—Arabic

## ANSWER KEY

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1. Arabic
2. Lebanon
3. Iran, Iraq, and Syria

### Economics and Geography Activity 2

1. Saudi Arabia
2. 23.44 million barrels per day
3. 49.52 million barrels per day
4. OPEC attempts to set world oil prices by controlling production.
5. The United States and Canada produce about one-half of what they demand.
6. Answers may vary. Political situations in North Africa and Southwest Asia may affect how much oil is produced and exported to the United States. Point out that one of the causes of the Persian Gulf War was the threat to the United States of a loss of Kuwaiti oil.
7. The price of gasoline remained fairly steady during the 1950s and 1960s. However, the price increased in the 1970s, and then jumped dramatically by 1980. It remained fairly steady throughout the 1990s.
8. Answers may vary. Examples of products may include automobiles, fuel to heat or air-condition homes, and many plastic items. (Plastic is a petroleum-based product.) Some students may point out that any product that is shipped by truck including food, furniture, and clothing could be affected. The cost of shipping the products is built into the cost that the consumer pays for the product.
9. The OPEC oil embargo caused prices to rise when production decreased and shipments to the United States were blocked.
10. Answers may vary. Stories may look at the major changes that would occur in the way that people live. Some may look pessimistically at the immediate, dire consequences. Others may look optimistically at the creative energies that would go to work to find alternative forms of energy.

### History and Geography Activity 2

1. The Suez Canal is the man-made waterway that links the Mediterranean Sea to the Red Sea.
2. The Suez Canal is 101 miles (163 km) long.
3. Before the Suez Canal was built, ships had to travel around the continent of Africa via the Cape of Good Hope.
4. More than 1.5 million Egyptians worked on the Suez Canal.
5. The British and French controlled the Suez Canal until the Egyptian government took ownership of it in 1956.
6. The average distance the Suez Canal saves is between 20 percent and 60 percent in distance.
7. the Mediterranean and the Red Seas
8. Ship traffic around the Cape of Good Hope most likely decreased after 1869, the year the Suez Canal opened. The amount of time and fuel saved by using the Suez Canal would have been a great incentive to use it.
9. The students will need an outline map showing Europe, Africa, and Asia. They will label the eight cities on the map, draw the two routes between each city pair, and create a map key.

### Environmental Case Study 2

1. Afghanistan, Pakistan, Iran, Tajikistan, Uzbekistan, and Turkmenistan are all countries that have been affected by the continued drought.
2. Land mines were first planted by Russian troops, then by warring Afghan factions in a civil war.
3. Irrigation systems that had been destroyed by war were not rebuilt or repaired because there was no central government to design and carry out such programs.
4. Because of Afghanistan's involvement in the opium trade and promotion of terrorism, neighboring countries closed their borders and others froze Afghan assets



## ANSWER KEY

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abroad and enacted sanctions against investment in the country.

5. As the situation for women improves, their incomes rise, the birth rate falls, and their children's health and educational opportunities increase.

### Citizenship Activity 2

Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to critically think about issues that affect them.

Students should answer the questions by using complete sentences and by supporting their opinions with logical arguments. Students should complete the Citizenship Activity Task by working individually and in groups. At the end of the project, have students review their work by discussing the difficulties they faced and how they resolved them. Encourage students to explain how they would improve their work if they did this project again.

### World Literature Reading 2

#### To Neot-Golan

1. Eitan was drawing on a pad and listening to the radio.
2. Eitan was about five and a half years old.
3. Eitan saw abandoned concrete posts and a military vehicle. The strong presence of military forces could indicate tensions.

#### We Live in Saudi Arabia

1. The main crop is lucerne, which is sometimes called alfalfa.
2. Camels are not likely to be raised on farms in the United States.
3. Answers will vary. Students may suggest that all farmers face the same challenges and excitement at success. Other students may note that Saudi farmers work in a different environment, and this is a huge difference. Accept all reasonable and logical, organized opinions.

### Vocabulary Activity 3

1. civilization
2. theocracy
3. cuneiform
4. pharaoh
5. polytheistic
6. pyramid
7. hieroglyphics
8. monotheism
9. Diaspora
10. messiah
11. crusades
12. five pillars of faith
13. hajj

### Cooperative Learning Activity 3

Students should complete the Cooperative Group Process activities and questions and answer the Quick Check questions. Have students share their responses with their groups or with the class as a whole.

### Chapter Map Activity 3

Use the reproducible maps in the classroom. You may wish to use the teacher strategies presented for this chapter or other map skills strategies of your own design.

### Chapter Skills Activity 3

#### Practicing the Skill

1. 31°N, 31°E
2. 16°N, 39°N
3. glass
4. 9°N, 46°E

#### Applying the Skill

Student answers will vary. Check answers against the map on page 94. Please note that students may need to estimate the exact locations of their hometowns and two other cities so their approximate latitude and longitude measurements may vary.

# ANSWER KEY

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## Reteaching Activity 3

**Mesopotamia:** A, C, F, G, J, K, L, N, P

**Ancient Egypt:** B, D, E, H, I, M, O

## Critical Thinking Skills Activity 3

### Applying the Skill

1. Answers may vary. Students should mention that all three religions trace their roots back to Abraham, all believe in one God who created humans, all advocate a moral life, and all have more than one type.
2. Answers will vary but should mention the fact that both Jesus and Muhammad trace their ancestry to Abraham, that the belief in one God is common to the three religions and that elements of Jewish law can be found in the other two religions.
3. Answers will vary but should note that Christianity and Islam have made greater efforts to spread their religions around the world than Judaism.

### Practicing the Skill

1. B
2. C

## Map and Graph Skills Activity 3

### Applying the Skill

1. Lebanon
2. Yemen
3. Morocco
4. Kuwait has more automobiles per 1,000, but it has a smaller population than other countries on the spreadsheet. Therefore, the total number of automobiles in Kuwait is less than most of the other countries.
5. Answers will vary depending on the source used and the countries selected. Students should use the population figures from the Country Profiles in their textbooks.

### Practicing the Skill

1. A
2. D
3. B

## Reading and Writing Skills Activity 3

### Applying the Skill

1. Student answers will vary. Correct examples will include the thesis statement and all three main ideas. Make sure the sentence lengths are varied and the paragraph does not bring in unrelated information. A sample correct paragraph is as follows.

Women of ancient Egypt had more opportunities than women in other ancient civilizations. For example, Egyptian women could own property in their own names, a right not shared by women of other civilizations at that time. Egyptian women were also allowed to make legal contracts, bring lawsuits, and make business decisions. Plus, when a woman's husband died, she became the owner of one-third of his property.

2. Student answers will vary. Correct examples will include the thesis statement and all three main ideas. Make sure the sentence lengths are varied and the paragraph does not bring in unrelated information. A sample correct paragraph is as follows.

We learn much about the ancient Egyptian culture from hieroglyphics. Hieroglyphics, a form of writing that uses symbols or pictures for words, expresses ideas by combining pictures. Archeologists, now able to read the hieroglyphics, report that the pharaohs used scribes to keep records. The scribes wrote about many different aspects of life in ancient Egypt, from reporting about great military battles to recording important events in the pharaoh's life. Scribes carved business

## ANSWER KEY

records and daily events onto stones or wrote them down on papyrus.

3. Student answers will vary. Correct examples will include the thesis statement and all three main ideas. Make sure the sentence lengths are varied and the paragraph does not bring in unrelated information. A sample correct paragraph is as follows.

Judaism was unique because it believed in only one God. Most ancient peoples believed that there were many gods, each with limited power. Among them were gods of the sun, moon, harvest, and waters. To the Hebrews, however, only one God was in control. He was the God of all heaven and earth.

### Practicing the Skill

1. D
2. A

### GeoLab Activity 3

1. The students should detect stronger aromas or tastes in the herbs as the humus content increases. The differences are caused by (a) the amount of humus and sand in each terrarium; (b) the amount of water in each terrarium; (c) if the class does the “Go a Step Further” exercise, the amount of artificial fertilizers used will affect the differences. The plants will probably have the strongest qualities in the terrarium that has high humus content and adequate moisture. In soil with lower humus content, plants will have weaker characteristics. Artificial fertilizers will strengthen plants in low-humus soil, but the plants still tend to be weaker than those in high-humus soil.
2. The fertile soil along the Nile River results from the silt (the humus), which built up from the repeated seasonal flooding of the river. The sand represents the soil for most of the North African countries outside the immediate area around the Nile. The two combinations represent

the changing elements of the soil around the Nile where the soil is made up of less silt and more artificial fertilizer.

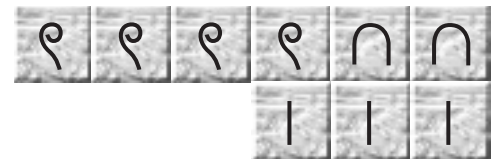
3. Populations will tend to grow in places where food is easier to grow and to decrease in places where food is harder to grow. In areas where food is easier to grow, populations will grow because people will be healthier and live longer and because people from other areas will tend to immigrate to those areas. In areas where food is harder to grow, the population will shrink because people will be less healthy and because they will tend to emigrate to other places. In places where food is harder to grow, people must give much of their time and energy to growing and finding food. Consequently, they have less time or energy to develop literature, music, art, or architecture. Where food is easier to grow, people can give more time to these cultural elements. Students may observe that ancient Egypt, where food was relatively easy to grow, is famous for its art and architecture.

### Enrichment Activity 3

1. 12 is



2. 423 is



3. 1,122 is



4. 10,134 read from right to left is



## ANSWER KEY

5. 21,211 read from right to left is



6. Answers will vary. Ideas may include the fact that few people knew how to read and write, writing materials were expensive, and daily life did not require written materials.

### Guided Reading Activity 3-1

1. Egypt
2. Mesopotamia
3. civilization
4. Tigris
5. Euphrates
6. Mesopotamia
7. Fertile Crescent
8. city-states
9. Sumer
10. Akkadian
11. Babylon
12. Hammurabi
13. Nile
14. pharaoh
15. polytheistic
16. pyramids
17. hieroglyphics
18. Rosetta Stone

### Guided Reading Activity 3-2

1. All three are monotheistic and look to the city of Jerusalem in Israel as a holy site.
2. The five books of Moses and the books of laws and teachings make up the Torah.
3. The Jews believe that God will deliver a messiah to the Jewish people; at that time, God would also provide the Jews with a homeland of their own. Many Jews accepted the creation of a Jewish state as an act of God.
4. Christians believe that Jesus is the Son of God and that he was the Messiah that the Jews were awaiting.

5. The Bible is made up of the Old Testament, which is composed of the books of Moses and other Jewish writers, and the New Testament, which deals with the teachings of Jesus as recorded by his followers.
6. Christianity spread mainly through the work of individuals and missions.
7. The followers of Islam are called Muslims.
8. The Quran describes the five pillars of faith, or the five obligations all Muslims must fulfill.
9. Ramadan is an important holiday because, according to Muslim beliefs, it is the month in which God began to reveal the Quran to Muhammad.

### Vocabulary Activity 4

1. mosque
2. kibbutz
3. moshav
4. silt
5. aquifer
6. hajj
7. alluvial plain
8. oasis
9. Bedouin
10. shah
11. Islamic republic
12. constitutional monarchy

### Cooperative Learning Activity 4

Students should complete the Cooperative Group Process activities and questions and answer the Quick Check questions. Have students share their responses with their groups or with the class as a whole.

### Chapter Map Activity 4

Use the reproducible maps in the classroom. You may wish to use the teacher strategies presented for this chapter or other map skills strategies of your own design.

# ANSWER KEY

## Chapter Skills Activity 4

### Practicing the Skill

1. Student answers will vary. Possible names may include Yahoo!, AltaVista, Excite, Ask Jeeves, and Lycos.
2. Student answers may vary. Kabul, Kabul (city), Afghanistan: CIA Factbook, CNN Weather—Kabul, Kabul: Capital of Afghanistan, Kabul City Map, and Encyclopedia.com: Kabul.
3. Student answers will vary. The information in the report should contain the facts that oil production is the most important economic activity in the country and that Saudi Arabia is the world's largest producer of oil.
4. Student answers will vary. Examples of the facts students can give include: Islam means to surrender to the will of Allah; Islam was founded by the Prophet Muhammad; Muslims are the followers of the Islam religion; Islam began in Arabia; Makkah is the city that a Muslim must try to travel to at least once in his/her lifetime.

### Applying the Skill

Student answers will vary. Some students may need help with selecting the keywords that will give them results. Have a list ready with words such as the name of your area, the name of your local news stations, "entertainment," "news," and "weather."

## Reteaching Activity 4

1. Israel
2. Iraq
3. Saudi Arabia
4. Egypt
5. Turkey
6. Lebanon
7. Afghanistan
8. Jordan
9. Iran
10. Syria
11. Libya

## Critical Thinking Skills Activity 4

### Applying the Skill

- A. Sentences 2, 3, and 5 are examples of propaganda.
- B. Answers will vary although students might circle *disastrous, trapped, forcing, expensive, unhealthy, self-obsessed, monstrous, drowned, engulfed*. Answers will vary but students should underline the last two sentences.

### Practicing the Skill

1. D
2. C
3. D

## Map and Graph Skills Activity 4

### Applying the Skill

1. The base is the line of 0° longitude, or the Prime Meridian, passing through Greenwich (London), England.
2. The time is later in all time zones east of your location.
3. Answers may vary but students could mention that one advantage is that there is no confusion in China about the official time as it is always the same throughout the country. One obvious disadvantage is that official time deviates from natural time, especially in western China.
4. A. 4 A.M. B. 10 P.M. C. 2 P.M. D. 9 A.M.

### Practicing the Skill

1. B
2. D
3. A

## Reading and Writing Skills Activity 4

### Applying the Skill

1. Students' answers may vary. Students' revision suggestions may include: The first two sentences should be the last two sentences. The contractions should be spelled out. Insert a comma after stereos



## ANSWER KEY

to separate the three items in the series.  
Source: *Destination Egypt*. (2000). Lonely Planet. Retrieved November 10, 2000, from the World Wide Web at <http://www.lonelyplanet.com/destinations/africa/egypt/>

2. Students' answers may vary. Students' revision suggestions may include: The sentence, "The ancient Egyptians thought of Egypt as being divided into two types of land, the 'black land' and the 'red land.'" should be the first sentence of the passage.

Source: *Ancient Egypt/Geography*. (1999). The British Museum. Retrieved November 10, 2000, from the World Wide Web at <http://www.ancientegypt.co.uk/geography/home.html>

Student paragraphs will vary. Check student paragraphs to make sure there is a thesis statement and an introduction to the main ideas that will be used to support the thesis statement. Students must demonstrate that they have completed some preliminary research. They must do this research in order to come up with a feasible topic of research.

Student suggestions will vary. Check student suggestions to be sure they pertain to one of the following:

- improving the paragraph
- improving content and structure
- making sure the language is specific and descriptive
- checking unity and logic
- checking style and tone

### Practicing the Skill

1. B
2. A

### GeoLab Activity 4

1. Answers could range anywhere from questionable terrain or weather to size of city to political or religious turmoil. Students should be able to support their answers.

2. Students will have determined that the positives outweighed the negatives, but they should be able to express why those positives were an advantage in this particular city over another city.
3. Students should realize that even after the investigation of establishing a business the actual implementation will include determining the costs (including taxes) of the move and maintenance of the business, the availability of land, the possible extensive rules and regulations for establishing a foreign business, familiarizing executives with the country's laws, and recruiting people willing to move to another country to work and preparing them to adjust to another way of life.
4. Students may determine that the availability of new job opportunities would be a positive for those living in the country. These jobs would bring a new source of income and perhaps an opportunity to learn new skills. Some citizens, however, might not like the fact that foreigners have moved in, concerned that these businesspeople would try to influence their way of life politically and religiously, and as a result sacrifice their own culture. There could also be tension between those who are given jobs at the new company and those who are not. Such expansion could work positively and negatively at the same time.

### Enrichment Activity 4

1. The major countries are Saudi Arabia, Iran, Iraq, Israel, Syria, Turkey, Lebanon, Jordan, and Afghanistan.
2. The climate is hot and dry all year long. The landscape is largely desert and plateaus with oases and some highlands.
3. Oil is the most abundant resource. This region has more than half of the world's known oil deposits; oil is the world's leading energy fuel.
4. Answers will vary but should include that the United States imports oil to fuel cars,

## ANSWER KEY

heat homes, generate electricity, and power factories.

5. This region is home to Islam, Judaism, and Christianity.
6. Answers will vary. Encourage students to find the most recent progress toward peace in the region. Identify nations that play major roles in the process.
7. Answers will vary but may mention that fact sheets offer convenient summaries of background data to inform or refresh the president's memory. They help focus the president's attention on particular problems or issues in the region.

### Guided Reading Activity 4-1

1. True.
2. True.
3. False. The dams on the Nile allow the farmers to harvest two or three times a year instead of just once.
4. False. Petroleum products make up almost half the value of Egypt's exports.
5. True.
6. True.
7. False. Libya is ruled by a military dictator.
8. False. Tunisia is North Africa's smallest country.
9. True.
10. False. Morocco has an economy based on agriculture and industry.

### Guided Reading Activity 4-2

1. Asia
2. Europe
3. Bosphorus
4. Sea of Marmara
5. Dardanelles
6. Islam
7. mosques
8. Turks
9. Golan Heights
10. Dead Sea
11. Negev
12. citrus fruits
13. kibbutz

14. moshav
15. Tel Aviv
16. Jews

### Guided Reading Activity 4-3

1. It includes plains and valleys and deserts.
2. The main economic activity of Syria is agriculture.
3. More than half of Syria's people live in rural areas.
4. Beirut is Lebanon's capital and largest city.
5. Arabic is the most widely spoken language in Lebanon; French is also an official language.
6. Jordan lacks water and energy resources.
7. They work in service and manufacturing industries.
8. Jordan has a constitutional monarchy.
9. It gets it from seasonal wadis, or dry riverbeds filled by rainwater, and from oases.
10. The Saudi Arabian economy depends on oil.
11. Saudi Arabia is ruled by the Saud family.

### Guided Reading Activity 4-4

I.

- A. Tigris, Euphrates
  1. alluvial plain
  2. Oil
- B. urban
  1. Muslim Arabs
  2. Kurds
  3. dictatorship
  4. embargo

II.

- A. Persia
  1. oil
- B. Persians
  1. Islam
  2. Islamic republic

III.

- A. Hindu Kush
  1. Khyber Pass
- B. Farming
- C. ethnic
- D. Islamic